MANAGEMENT OF DISCIPLINE IN A POST CORPORAL PUNISHMENT ENVIRONMENT: CASE STUDY OF PRIMARY SCHOOLS IN THE INFORMAL SETTLEMENTS IN THE NORTH WEST PROVINCE

By

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I, **PETRUS MAKGANYE TLHAPI**, solemnly declare that, **MANAGEMENT OF DISCIPLINE IN A POST CORPORAL PUNISHMENT ENVIRONMENT: CASE STUDY OF PRIMARY SCHOOLS IN THE INFORMAL SETTLEMENTS IN THE NORTH WEST PROVINCE** is my own work and that; the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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PM Tlhapi

Date: _____

DEDICATION

This work is dedicated to my late father, Johannes Ramogotsi Tlhapi, who provided me with an educational foundation and modelled a modus operandi for coping with challenges in life.

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KEY CONCEPTS

Management

School discipline

Post corporal punishment environment

Case study

Primary School

Informal settlements

North West Province

ABBREVIATIONS

NGO   Non Governmental Organisation

SGB   School Governing Body

SASA   South African Schools Act

RSA   Republic of South Africa

MEC   Member of Executive Council

ACRWC   African Charter on the Rights and Welfare of the Child

CRC   Convention on the Rights of the Child

HOD   Head of Department

UK   United Kingdom

OECD   Organisation for Economic Co-operation and Development

PISA   Programme for International Students Assessment

ABSTRACT

The study deals with the management of discipline in a post corporal punishment environment in South Africa through a case study of selected primary schools in informal settlements in the North West Province. The following research questions were formulated:

- What is the current thinking and practice of discipline in the primary schools in the informal settlements in the North West Province?
- Which disciplinary measures and procedures are currently used in the selected primary schools?
- How effective are the current management strategies of discipline used in the selected primary schools?
- How can recommendations assist educators in selected primary schools to deal more effectively with disciplinary challenges?

A literature review on the management of school discipline provided a conceptual framework for the empirical inquiry and indicated a lack of empirical studies on the management of discipline in primary schools in informal settlement in the North West Province. This matter is dealt with mostly frequently at high school level. An empirical study using qualitative research methods explored the management of discipline in twenty sampled primary schools in informal settlements in the North West Province, selected through purposive sampling.

Data were gathered by in-depth interviews and focus groups with educators, principals and School Governing Body chairpersons. Data were categorized into themes. Findings showed that some educators still view corporal punishment as the most appropriate strategy to deal with ill-disciplined behaviour in schools; hence corporal punishment is still rife in some of the sampled schools. However, other participants agree that corporal punishment should not be accommodated as stipulated by the South African Constitution and other legal frameworks, instead effective alternative strategies should be deployed to handle ill-disciplined behaviour. Inhuman and outdated approaches should be avoided. Diverse ways of dealing with discipline which are goal oriented

and foster good relations between the learner and the educator should be implemented. Sound relations in turn lead to the production of learners with the potential to become good citizens. Based on the literature and empirical inquiry, recommendations were made which advocate educator training on handling discipline in primary schools and the design of effective strategies to maintain sound discipline.

CHAPTER 1

INTRODUCTION AND ORIENTATION OF THE STUDY

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CHAPTER 1
INTRODUCTION AND ORIENTATION OF THE STUDY

1.1   INTRODUCTION

Since corporal punishment was outlawed in South African schools (Section 17 of South African Schools Act, Act 84 of 1996) educators have been struggling to find effective ways of administering discipline to the learners. Owing to the inception of the new dispensation in the Republic of South Africa in 1994 (with the introduction and implementation of national and international legal frameworks), school discipline is a serious challenge and ultimately academic learner performance is affected to a great deal because some educators feel that they are unable to enforce discipline. Discipline has collapsed in some South African schools and the challenge of poor learner behaviour is gradually rising. Bechuke and Debeila (2012:241) concur and state that most learners appear uncontrollable, thus negatively affecting the quality of teaching and learning. Tlhapi (2011:70) argues that poor academic learner performance in the majority of South African schools can be attributed to lack of sound discipline. Sound discipline is crucial for quality teaching and learning in the school environment. Furthermore, sound discipline should be geared at ensuring the safety of both educators and learners, and at creating an environment which is conducive for quality teaching and learning (Bechuke & Debeila, 2012:240; Shechtman & Leichtentritt, 2004:324). Bechuke and Debeila (2012:240) and Tlhapi (2011:75) further posit that poor discipline disrupts quality teaching and learning to a great extent.

Violence is common in schools which are located in the informal settlements in the country particularly in the North West Province. Maree (2000:1) states that South African schools are increasingly beginning to resemble war zones. Log books in the selected primary schools in the informal settlements state that thirty learners out of one thousand and three hundred learners bring along dangerous weapons to school e.g. guns and self-made weapons. As such the environment is not safe for both learners and educators. There will be no quality teaching because the environment is not effective for quality teaching and learning.

Hence, this study focuses on management of discipline in a post-corporal punishment environment in primary schools in informal settlements in the North West Province. The researcher has conducted an empirical study to examine specific disciplinary challenges faced by teachers in selected primary schools in the informal settlements in the North West Province and to evaluate the effectiveness of current disciplinary strategies to deal with poor behaviour shown or realised in the selected primary schools in the informal settlements in the North West Province.

The chapter also presents the background of the study, the research problem statement, the research aim and objectives, the research methods and design, the research significance and justification, limitations of the research, trustworthiness and the outline of the chapters of the study.

1.2   BACKGROUND OF THE STUDY

A brief historical perspective of corporal punishment in South African schools, as a strategy for maintaining and instilling good discipline in schools, can be traced to the Greek, Roman and Jewish-Christian classical traditions of discipline. These classical traditions of discipline were regrettably severe and brutal. Corporal punishment which was extensively used was often very cruel, rigorous and recognized as the only valid method of discipline in institutions of learning (Oosthuizen, Roux & Van der Walt, 2003: 377).

Since then, some educational theorists have cautioned against the practice of corporal punishment in schools and pronounced that corporal punishment has no place within institutions of learning and teaching. In spite of these cautions, severe discipline continued to prevail in schools and it seems likely that most children at schools were beaten regularly (Wolhuter & Middleton, 2007:7). In South African schools, particularly, during the apartheid regime, the Christian National Education philosophy, encouraged the belief among educators and parents that corporal punishment was the irrefutable scientific way to discipline learners. Therefore, corporal punishment during this era was an integral part of South African institutions of learning. It was sanctioned by the statutory laws and encouraged by institutions of

teacher training, higher education institutions, parents' associations and even the religious institutions (Naong, 2007:286). According to Naong (2007:286), corporal punishment was used frequently in schools for white boys and liberally applied in all other inclusive schools except girls' schools where its use was restricted. Conversely, the Bantu Education System exposed black children to corporal punishment as a form of discipline and, unlike white girls; African girls were not exempted from corporal punishment.

The beginning of the nineteenth century saw a growing dissatisfaction with corporal punishment. The twentieth century saw the rise of the creed of human rights. Manifestos of human rights emerged, such as the United Nations' Convention of the Rights of the Child (2005), which contained clauses that are difficult to reconcile with the practice of corporal punishment (Wolhuter & Middleton, 2007:11). The international thinking about corporal punishment also began to change. Communities around the world began to advocate and view the scrapping of corporal punishment in schools as an important step towards creating more peaceful and tolerant societies (Naong, 2007:289).

The wake of the new dispensation in South Africa heralded by the Constitution of the Republic of South Africa, Act 108 of 1996, corporal punishment was abolished in schools. Today it is seen to be an infringement of a person's human rights, particularly learners, in terms of Section 10 of South African Schools Act (SASA), Act no 84 of 1996.

1.3   LITERATURE REVIEW

The purpose of the literature review is to place the study within the context of existing research on the management of discipline in a post-corporal punishment environment era with special reference to the selected primary schools in the informal settlements in the North West Province.

In the school context, discipline refers to the orderly management and control of the educational process to ensure transfer of knowledge, norms and values and

progress towards the desired aims of educative schooling (Badenhorst, Calitz, Van Schalkwyk, Van Wyk & Kruger, 2006:65). The orderly management of the educational process includes the field of learner management.

The maximum effectiveness of the educational process of the school depends upon effective and efficient management, which will guarantee sound discipline, coordination and a positive school climate. Management of discipline includes personal discipline of the educators as well as imposed discipline of learners. The management of discipline can therefore be seen as a part of learner management (Badenhorst, *et al* 2006:65).

Disciplining learners is the concern of the educators and is one of the least enjoyable tasks of teaching these days (Hunter, 2004:12). Nevertheless, the discipline of learners, although it should be applied differently, is still relevant in this era. All educators should enforce discipline because teaching and learning cannot be accomplished in an undisciplined environment. In a disorderly classroom, educators cannot teach, learners cannot concentrate, and teaching time is lost. If disorderly and disrespectful behaviour is allowed, teaching and learning will be adversely affected.

The main purpose of school discipline is to ensure the safety and protection of both educators and learners, who might be exposed to aggressive responses from other learners, and to ensure effective teaching and learning (Bechuke & Debeila, 2012:240; Shechtman & Leichtentritt, 2004:324). According to Oosthuizen, Roux and Van der Walt (2003: 375), this point of view should not merely be construed solely as a clamp down on unruly behaviour but also as a means of entering into a loving, caring and guiding relationship with others. In addition, a safe and secure teaching and learning environment should be enforced for the right to education to have any substantive meaning for any learner (Joubert, De Waal & Rossouw, 2004:80).

Discipline in schools is a global challenge; hence, educators, parents and administrators continually search for ways to strengthen the school system at all levels (Senge, Cambron-McCabe, Lucas, Smith & Dutton, 2000:94). Reports of

misconduct indicate that learner indiscipline in schools ranges from bullying, arrogance, violence, smoking, intimidating other learners and educators, breaking school rules and often challenging the educators' authority. Masitsa (2007:3) and Tlhapi (2011:75) argue that discipline in schools is so poor that one could assume that more and more young people enter school ready to disrupt, rather than to learn. Roos (2003:486) suggests that school rules regulate all aspects of behaviour at schools to promote order and to maintain a culture of teaching and learning. However, they are not merely intended to promote order but to assist learners to become followers and to encourage positive learner behaviour. They do not intend to prohibit certain behaviours because it is virtually impossible to provide for the elimination of every negative occurrence at school. Thornberg (2008:37) concurs and further explains that school rules are associated with classroom management; they remain guidelines for evaluating action in terms of good or bad, and are therefore an expression of morality.

Therefore, it is important for schools and in particular, the School Governing Bodies (SGBs) and principals to develop school rules (the code of conduct for learners) and continuously communicate those rules and procedures to learners (Section 10 of the South African School Act (SASA), Act No. 84 of 1996). School rules (code of conduct) should be clearly specified and communicated to learners and parents by means of newsletters, parents' meetings and handbooks. However, beside the implementation of school rules various strategies should be used to encourage and maintain good discipline so that effective teaching and learning can take place in a conducive environment.

Du Plessis and Loock (2007:7) are of the opinion that positive reinforcement as a strategy to maintain school discipline enhances cooperation and enthusiasm for teaching and learning at schools. Hunter (2004:12) concurs that positive reinforcement is grounded on educators' respect for learners and instilling a sense of responsibility by enforcing school rules (the code of conduct) promptly, consistently and equitably. To reinforce positive behaviour, learners who behave positively should be given positive responses that signal appreciation for their behaviour. Positive responses may be in the form of awards.

1.4   THEORETICAL FRAMEWORK

Various authors provided different expositions of paradigms, theories or worldviews. For example, Creswell (2009:6) differentiates between the following worldviews: post-positivism and constructivism. Additionally, Maree (2007:57) distinguishes between positivism, post-positivism, critical theory and constructivism participatory theory and pragmatism and also contends that, although these epistemologies are philosophically distinct, in practice these distinctions are not always so clear-cut and are sometimes overlapping and contested. How one draws the line between the different approaches therefore becomes problematic as, in practice, most of them have evolved into hybrid forms that overlap or complement other approaches.

In line with this viewpoint and for purposes of this thesis, the researcher agrees with Punch (2006: 32) who does not believe that all social research has to begin or proceed from one of these perspectives. On the contrary, research may proceed from the more pragmatic approach of questions that need answers, or problems that need solutions. Creswell (2009:10) confirms this focus on the research problem and a concern with application as key elements of such an approach. Another important aspect of this theoretical approach as applied in the research is that the researcher has a high respect for difference and a celebration of the local and particular at the expense of the universal (Maree, 2007:63).

The idea is not to find absolute truths but to get the best approximation of truth that can be applied successfully in a particular situation. Closely linked to the importance of the applicability of a theoretical approach is the adoption of an interpretive stance. In this regard Maree (2007:59) and Merriam (1998:6), state that the interpretive approach focuses on people's subjective experience, on how people construct the social world by sharing meaning, and how they interact with or relate to each other. In this case the researcher would like to interpret how people perceive corporal punishment.

The importance of meaning making in this thesis is also emphasized by the use of inductive reasoning in the research process. According to Mouton (2005: 117),

inductive reasoning involves applying inferences from specific observations to a theoretical population. This is obviously different from deductive reasoning where, for example, hypotheses are derived from theories or models. With the above expositions as explanation and background of the theoretical position, it is expedient to explain the way in which theory has functioned in the study.

Management of discipline should be underpinned by Curwing and Medler's (1980: 33) three dimensional approaches to ensure that all learners behave well and that sound discipline prevails in the schools. Firstly, the prevention dimension entails that the School Management Team, School Governing Body and educators adopt strategies to actively prevent disciplinary problems and to deal with stress associated with classroom discipline. Secondly, the action dimension refers to what action the School Management Team can take when disciplinary problems still occur, in spite of all the steps taken to prevent them. This includes keeping records and having strategies to avoid escalating minor problems into major ones.

In terms of Pavlov's conditioning theory, external circumstances can change the behaviour of human beings (Ozman & Craver; 1995: 210). Record keeping and demerit system can improve discipline in the school context. Thirdly, the resolution dimension implies that the School Management Team, School Governing Body and educators should develop strategies to resolve problems with the chronic rule-breaker and the more extreme out-of-control learner. In this regard the School Management Team, the School Governing Body and educators should develop a code of conduct in terms section 10 of South African Schools Act, Act 84 of 1996, which deals with serious transgressions, such as, conduct which endangers and violates the safety of others, fighting, assault, immoral behaviour, theft, bullying and intimidation of other learners.

According to Punch (2000:33), theory can have both a descriptive and an explanatory function. In this study, the theory that is engaged serves both these purposes in the sense that information and data are collected, organized and summarized and that explanations and accounts of the descriptive data and information are provided. More specifically, in this study the theoretical framework is

within the South African legal Framework and is concentrated in the field or area of school discipline.

The research is conducted against the background of the German concept of Geborgenheit, which may be viewed as the essence of education law. (Serame, Oosthuizen, Wolhuter & Zulu, 2013: 450-456). Geborgenheit refers to security, safety or place security and safety (Scholze-Stubenrecht, Sykes, Clark & Thyen, 2005:721), a place where education stakeholders, and especially learners are free from fears and worries and feel wholly accepted and well.

1.5   RESEARCH PROBLEM STATEMENT

The Department of Education in all the provinces in the Republic of South Africa has recently experienced high levels of resignation from the teaching profession and an exodus of educators from the system (Motshega, A. 2015); this action has led to the shortage of educators in schools in the country. There are number of reasons that can be attributed to high numbers of educators who resign on a daily basis and this includes the intentions by educators to access their pension funds, low teacher morale and poor discipline in schools. At the same time, there is a perception that the high rate of resignations is mainly caused by disciplinary challenges at schools. Yet the Department of Education calls for quality teaching and learning and an improved pass rate. Educators are frustrated because there is no means left for them to enforce discipline in schools since corporal punishment was abolished. Hence this study intends to explore the management of discipline in the post-corporal punishment environment in the informal settlement in the North West Province.

McManus (1995:68) indicates the following as some common types of disciplinary problems that learners exhibit in schools, namely:

- Arriving late at school;
- Missing lessons;
- Amoral behaviour;

- Smoking in the toilets;
- Making rude remarks at teachers;
- Throwing pencils and pens across the classrooms;
- Talking when the teachers are talking;
- Painting graffiti on corridor walls; and
- Damaging classroom fittings

Various reasons why schools fail to eradicate indiscipline in schools include the overemphasis of individual rights, the negligence of personal responsibility and the failure of the system to guide learners to think and judge for themselves (De Klerk & Rens, 2003:360).

Research reports indicate that disciplinary challenges are characterized by unclear rules that are perceived as being unfair and inconsistent. As a consequence, learners do not commit to unfair and inconsistent rules. Some educators do not know how to apply school rules effectively and sometimes they disregard the proper responses to learners' misconduct (Oosthuizen, 2007:1; Masitsa, 2007:3; Mabalane, Fritz & Nduna, 2007:3-4; Du Plessis & Loock, 2007: 6).

Du Plessis and Loock (2007:7) regard school indiscipline as the leading cause of educator's resignations. For example, in some schools, a senior class may have up to two or three different educators in a single year. Temporary educators often decide to leave rather than to deal with learner's indiscipline. Similarly, Masitsa (2007:3) concurs that in some schools educators are under pressure to cope with indiscipline and discipline in schools is so poor that one could assume that more and more young people enter school ready to disrupt, and not to learn.

The abolition of corporal punishment, according to Oosthuizen (2007:1), left a definite vacuum in methods of dealing with learners' misconduct. Masitsa (2007:3) states that from the time learners realized that corporal punishment was abolished, their misbehaviour increased and in many schools the situation is so serious that many educators consider that the use of corporal punishment should be reintroduced since its abolition has left them with no effective methods of enforcing discipline.

The secretary of the South African Democratic Teachers Union in the Eastern Cape quoted by Masitsa (2007:3), on the state of discipline in schools, said that when corporal punishment was abolished, it was not replaced with an effective alternative, resulting in anarchy in numerous schools. Du Plessis and Loock (2007:6) state that indiscipline among learners is common in all schools, although most schools manage to keep it within tolerable limits. However, poor management of school discipline causes a general breakdown of discipline in the school.

Evidence suggests that South African schools have been faced with school disciplinary challenges for a long time (Masitsa, 2007:7). The use of corporal punishment did not curb indiscipline in schools. Its banning did not influence positive discipline in schools. Moreover, South African learners are still subjected to dehumanizing punitive measures (Knott-Craig, 2007:1).

Educators, who relied solely on corporal punishment for discipline at school, still grapple with the problem of how to replace corporal punishment in the new dispensation. As a result, some educators feel that there is nothing that they can do to discipline learners and many continue to use corporal punishment as means of discipline (Knott- Craig, 2007:1).

1.6   MAIN QUESTION

Against this background the research seeks to answer the question: How do educators in primary schools in the informal settlements in the North West Province manage discipline in the post corporal punishment era environment?

1.7   SUB QUESTIONS

In the light of the above question, the problem statement has been encapsulated by means of the following research questions:

- What is the current thinking and practice of discipline in the primary schools in the informal settlements in the North West Province?

- Which disciplinary measures and procedures are currently used in primary schools in the informal settlements in the North West Province?

- How effective are the current management strategies of discipline in the primary schools in the informal settlements in the North West Province?

- What recommendations and model can be made regarding the management of discipline in a post corporal punishment environment in primary schools in the informal settlements in the North West Province?

These research questions are vital because they indicate the type of research design, the population and the sample, the type of data collection as well as the data analysis techniques used in the study. The research questions are extremely important in the qualitative research process because the questions narrow the research aim into achievable and specific objectives.

1.8   RESEARCH AIM

The general aim of this study is to explore the management of discipline in a post corporal punishment environment in primary schools in the informal settlements in the North West Province.

1.9   RESEARCH OBJECTIVES

To attain the general aim of this study the following specific objectives are formulated:-

- To explore the current thinking and practice of discipline in the primary schools in the informal settlements in the North West Province

- To explore and describe the disciplinary measures and procedures currently used in primary schools in the informal settlements in the North West Province

- To determine the impact of current management strategies of discipline, in the primary schools in the informal settlements in the North West Province

- To propose recommendations and a model on the management of discipline in a post corporal punishment environment in the primary schools in the informal settlements in the North West Province.

1.10   RESEARCH METHODOLOGY

According to Johnson and Christensen (2004:29), research methodology is regarded as a systematic and purposeful framework for conducting a research through scientific methods in order to yield data on a particular research question and to expand knowledge in a particular field of study. In a broad context, McMillan and Schumacher (2001:09) describe a methodology as a design whereby the researcher selects data collection and data analysis techniques, to investigate a specific research problem.

In this study, the researcher employed a basic interpretive study, because it is most common in qualitative studies and is used in a variety of disciplines, including education (Ary, Jacobs, Razavieh, and Sorensen, 2006:463). Basic interpretive study uses a variety of data collection techniques, including observation and interviews as well as analysis of documents.

1.10.1 Research approach

According to Ary *et al.* (2006:25) qualitative research is rooted in phenomenology which sees social reality as unique. The phenomenological approach sees the individual and the world as interconnected where essentially the other one has no existence without another one. According to McMillan and Schumacher (2001:15)

qualitative research is based on constructionism, which assumes that multiple realities are socially constructed through individual and collective perceptions or views of the same situation and is more concerned with understanding the social phenomenon from the individuals' perspectives.

Furthermore, Polit and Beck (2008:99) suggest that a qualitative research orientation can assume an exploratory and descriptive nature. The researcher has deployed an exploratory approach in this study because it suitable and appropriate for this study. The exploratory approach is described as follows:

- Exploratory approach

Polit and Beck (2009:19) describe the exploratory approach as an approach that is applicable to investigations of phenomenon that are relatively unknown. Furthermore, Burns and Groove (2009:696) describe the exploratory approach as an exploration of an unknown phenomenon with the intention to understand its nature, how it manifests itself and possible solutions to it. According to Matea (2013:150), the exploratory approach encompasses interviews with sampled participants, observations and literature reviews.

The exploratory approach in this study is evidenced by the interviews and observations that the researcher conducted with the sampled participants involved in the management of discipline in the post corporal punishment era environment in sampled primary schools in the informal settlement in the North West Province. Interviews were conducted with sampled educators, principals and chairpersons of SGBs. The interviews and observations enabled the researcher the opportunity to explore and understand the complexities of managing discipline in schools after the inception of the 'new' South Africa (1994) which introduced legal frameworks which abolished corporal punishment as a tool used to maintain discipline. Through a literature review, interviews and observations the researcher gained insight into challenges faced by educators in managing discipline in the new dispensation.

The researcher believes that individual actions are influenced by the settings in which they occur (McMillan and Schumacher, 2001:15). Therefore, a qualitative research method was employed to develop context-bound generalizations. However, the research findings were specific to the actual research site and context and cannot therefore be generalized to other settings.

1.10.2 Population of the study

A population is defined as all members of any well-defined class of people, events or objects that are the subject of the research (Ary *et al,* 2006: 167). According to Best and Kahn (2003:12) population is a group of individuals who share one (or more characteristics) in a common that is of interest to the researchers.

Hence this study was undertaken in the primary schools in the informal settlements in the North West Province of the Republic of South Africa. In terms of the North West Department of Education, the province is demarcated into five districts. A district is further demarcated into Areas. An area consists of Circuits with 20 to 25 schools respectively and each is managed by the Circuit Manager.

1.10.3 Sampling and sample size

According to Johnson and Christensen (2004:196), sampling is the process of drawing examples from the population of a research study while Monareng (2009:124) defines sampling as a process of selecting a group of people, events, behaviours or other elements with which to conduct a study where the research population cannot be managed due to its size. De Vos (2011:191) asserts that a sample is a small portion of the total population or set of objects which comprises the subject. Sheppard (2004:93) concurs that sampling refers to selecting a portion of a particular population to draw conclusions about that entire population. Therefore, a sample is usually much smaller in size than a population (Polit & Beck, 2008:765).

Purposeful sampling, as a dominant strategy in qualitative approach, has been adopted for this study. In contrast to probabilistic sampling, purposive sampling

seeks to select information-rich cases which can be studied in depth (Ary *et al.* 2006:472). The researcher selected particular subjects (principals, educators and chairperson of SGBs) from the population (primary school community) who were considered representative and would provide maximum insight and understanding into the research questions.

North West Province has a total number of 2 602 primary schools. Eighty-five (85) primary schools are found in the informal settlements in the North West Province, 63 primary schools are farm schools, 612 primary schools are situated in semi-urban and urban areas while 1 842 primary schools are found in semi-rural and rural areas.

Out of 85 primary schools in the informal settlements in the North West Province, 20 primary schools were selected using purposeful sampling. Best and Kahn (2006:19) state that purposeful sampling allows researchers to select schools where participants can provide rich information. In this case participants were selected who experienced success or challenges in the management of discipline in primary schools in the informal settlements in the North West Province.

All sampled primary schools have a population of over 1 000 learners. These schools are located in the informal settlements in the North West Province in the Republic of South Africa. The researcher was once a principal for a period of ten years in one of the schools, in the informal settlement as such through experience and observation the researcher has observed that poverty is rife in these areas and the rate of unemployment is also very high. The crime rate, for example, house breaking and possession of unlicensed firearms, is very high. Many homesteads are without parents due to high rate of mortality; as such many children are orphans. Some are under care of guardians while some live alone. Some of these children are living in orphanages and children's homes. The researcher has noticed and observed that the rate of HIV and AIDS in these areas is very high. Population in the informal settlements in the North West Province is very high; as a result all the primary schools in the informal settlements are full to the capacity due to the high birth rate. As such social and cultural factors of informal settlements in the North West Province contributed negatively to discipline in the primary schools. Learners

learn ill-discipline behaviour at home and display the same behaviour at the primary schools (in the North West province) for example learners at school steal other learners' belongings because they have learned to steal at home without being disciplined. These schools lack most of the basic facilities, for an example, lawns, sports facilities and teaching aids; learners are overcrowded in the classrooms. NGOs try to assist the schools, but their efforts are often thwarted due to burglaries and vandalism caused by a lack of community ownership.

The participants who took part in the focus group interviews were chosen from chairpersons of the SGBs, principals and educators. Ten chairpersons of the SGBs, ten principals and ten educators, were selected through purposive sampling.

1.10.4 Data collection strategies

Matea (2013:31) suggests that validity and reliability should be taken into cognition when gathering data. The instrument used for data collection should be proof tested against validity and reliability so that the researcher can elicit reliable or correct data from the sampled group (Matea, 2013:31). Furthermore Matea (2013:31) emphasises that data analysis depends entirely on data collection as such data collection should be taken very seriously.

In this study the researcher used the qualitative mode of collecting data. In terms of the qualitative mode of data collection strategies, observations were made in the 20 sampled primary schools in informal settlements in the North West. According to McMillan and Schumacher (2001:41), qualitative researchers employ to some extent observation, interviews, and analysis of documents to collect qualitative data. For this particular study, interviewing of primary school principals, educators, and chairpersons of the SGBs, observations at the sampled primary schools and analysis of documents (acts and regulations) were done to investigate the stated research questions and achieve stated objectives. The focus groups interviews were conducted as follows:

- Twenty (20) interviews with ten sampled principals.

- Ten (10) interviews with ten sampled educators.
- Seven (7) interviews with ten sampled chairpersons of SGBs.

Observations at the sampled primary schools in the informal settlements in the North West Province and analysis of documents (acts and regulations, log books and school policies) were done to investigate the stated research questions and achieve the stated objectives. The researcher spends a day at each sampled primary school in the informal settlement in the North West Province to observe how discipline is managed in a post corporal punishment era environment and to analyse documents intensively.

1.11   ANALYSIS OF DOCUMENTS

The term 'document' refers to material such as photographs, letters, clinical case records and diaries that can be used as supplementary information as part of an interpretive study whose main data source is observation and interviewing (Bogdan & Biklen 2007:64). In addition, Briggs and Coleman (2007:281) describe document analysis as a form of qualitative research that requires the researcher to locate, collect, collate, interpret, or explain what has occurred.

In terms of data collection, this involves transferring significant quotations and insertions from documents to a field notebook for later analysis. Analysis of documents allows for sufficient data to be collected for researchers to be able to:

- identify the significant features of a particular event;
- establish a plausible interpretation and explanations; and
- test for the credibility and validity of these interpretations.

In this study, various documents, including policies and acts on corporal punishment and school policies, were examined to find out the extent to which they are being adhered to in the selected primary schools.

1.12 DATA ANALYSIS STRATEGIES

In this study, data were analyzed using the procedures typical of qualitative research. Patton (2002:381) states that qualitative analysis is a process of identifying coding and categorising primary patterns in the data collected. De Vos (2011:271) substantiates that coding represents the operations by which data are broken down, conceptualised and put back together in new ways. Cohen *et al.* (2007:461) states that qualitative data analysis involves data from various collection streams, to be collated in order to provide a collective set of interpretations and findings.

Focus groups consisting of principals, educators and chairpersons of the SGBs were interviewed using semi-structured and open-ended interviews to elicit data about their experience and perceptions about management of discipline in a post corporal punishment environment in the selected primary schools in the informal settlements in the North West Province. Interviews were transcribed and coded, responses were grouped according to the questions asked and notes written during observations at the sampled primary schools were arranged according to similarities to prepare them for data analysis in a later stage.

As already mentioned in the previous section, it was necessary to undertake a document analysis in the various primary schools selected. Documents such as the school rules (the code of learners), records of disciplinary problems and disciplinary measures taken by the school, were also scrutinised and the researcher recorded all the findings.

1.13 SIGNIFICANCE AND JUSTIFICATION OF THE STUDY

There are habitual indiscipline practices in schools in the Republic of South Africa. The discussion about learner indiscipline by different role players has placed excessive emphasis on searches for weapons and drugs, late coming, amoral behaviour, bulling, graffiti with very little emphasis on alternative approaches to school discipline. The study intends to make recommendations on alternative strategies towards discipline for schools in the North West Province.

The findings of this study may be transferable to similar schools in other informal settlements in other parts of South Africa. It is on the basis of these expectations that the study is significant and justified.

1.14   LIMITATIONS OF THE STUDY

This study has a number of shortcomings as follows:

- There is a possibility that some participants may not be present on the day of interviews and that may result in the postponement of the interview.
- The primary disadvantages of the interview as data gathering technique are its higher cost and time-consuming nature and its lack of anonymity.
- Accurate conclusions and prediction can be made after interviewing a sample of the population but should not be generalized where a small sample has been used (Schaller, 1996:66). In this study, the researcher reached a general conclusion concerning management of discipline in the primary schools in the informal settlements in the North West Province and no attempts were made at generalizing the findings. However, the findings could remain useful for schools in the same setting in South Africa.

1.15   TRUSTWORTHINESS

Maree (2007:80), states that it is generally accepted that engaging multiple strategies of data collection in qualitative research, such as interviews, observations and document analysis, should lead to trustworthiness. These data collection instruments were tested earlier for validity by applying interview questions to participants who did not form part of the sample so that the researcher could phrase or rephrase questions for focus group interviews if necessary.

Trustworthiness was also achieved by ensuring the validity and the reliability of data through mechanical recorded data, triangulation strategies and participant views. Trustworthiness will be explained in more detailed in Chapter Three.

1.16   ETHICAL ISSUES

Ethical guidelines includes informed consent, confidentiality, anonymity and privacy, also permission from the Department of Education, North West Province. The principle of informed consent refers to the fact that a participant, once given the pertinent informed consent is competent and legally free of the desire of others to make a decision as to whether to participate in a given research study.

According to the principles of confidentiality and anonymity, participants should not be identifiable in print. Identities of participants should not be made known to avoid connecting the participants with any information that would be embarrassing or harmful (Johnson and Christensen, 2004:122). Voluntarism entails applying the principle of informed consent thus ensuring the participants freely choose to take part or not in the investigation and guarantees that exposure to risk is undertaken knowingly and voluntarily (Cohen et al, 2007:52).

The researcher ensured that the following aspects were carefully adhered to:

- the aim of the research was clearly communicated;
- the participants were assured confidentiality;
- the research was not conducted for the benefit of the researcher;
- the researcher ensured that there was freedom and flexibility during the interviews;
- respect for the dignity of human beings;
- at all times protection against harm;
- no coercion applied in order to obtain data;
- before the research commenced, the participants were familiarised with the nature of the instrument.

1.7   CLARIFICATION OF CONCEPTS

1.17.1 Management

Clarke (2007: 1) states that management is about effectiveness and efficiency. It is about getting the system to operate effectively. Clarke (2007:5) further suggests that every school should have a set of planning, policy and procedure documents, drawn up by management team which provides the framework for the effective management of a school for guidance and direction purposes. Van Schalkwyk (1986:4) concurs and emphasise that management includes organising, leading, motivating, controlling and determining programmes, procedures and methods. Van der Westhuizen (1991:55) posits that management in education is a specific type of work, which comprises regulatory tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place.

Management is the process or activity of ensuring that a number of diverse activities are performed in such a way that defined objectives are achieved. Management is used to indicate the diversity and multiplicity of the activities to be managed as well as the fact that the activities are largely performed by people (International Dictionary of Management, 2009:64).

For the purpose of this study management refers to the task of the school management team (i.e. principal, deputy principal and heads of departments) as well as that of educators, as they have to manage learners and a classroom to maintain discipline in the school.

1.17.2 School discipline

Mabalane, Fritz and Nduna (2007:3) define discipline as training that is expected to produce a specific character or patterns of behaviour or controlled behaviour, and it can also be punishment intended to correct misbehaviour. Furthermore, Mabalane, *et al.*, (2007:3) view discipline as the business of enforcing and practising acceptable

patterns of behaviour that facilitate learning and minimize classroom disruption. Moreover, Du Plessis and Loock (2007:2) regard discipline as a code of conduct prescribed for the highest welfare of the individual and the society in which the individual lives. It is a personal system of organized behaviour designed to promote self-interest while contributing to the welfare of others.

Badenhorst, *et al* (2006:65) further suggest that discipline at school should aim at mental and moral training and should strive towards structuring the actions of teachers and pupils according to established rules, regulations and norms applicable to the various activities in the school. The rules, regulations, norms and attitudes dictate the general pattern of conduct in the school and are laid down in the school's policy which is supplied to every learner. School discipline implies control over the activities of the pupils, whilst also guiding and assisting them to accept responsibility for maintaining discipline and also to train pupil leaders to help maintain discipline in the school.

1.17.3 Post corporal punishment environment

In South Africa, corporal punishment has been abolished. The Constitution of the Republic of South Africa, Act 108 of 1996 states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way (the SASA, Act 84 of 1996, Subsection 8 (1) SASA 1996). Within the school context, the post corporal punishment environment is described as the era after the first democratic elections in South Africa.

According to Lawton and Gordon (2005:77), corporal punishment is illegal in state schools as part of the National Education Policy Act 27 (1996) and the United Nations' Convention of the Right of the Child (2005).

1.17.4 Case study

According to Henning, Van Renburg, and Smit (2004:32) a case study is a bounded system study or totality of a system with some kind of outlines or boundaries. What

the researcher looks for are the systematic connections among observable behaviours, speculations, causes and treatments (Henning, *et al*, 2004:32).

Travers (2005:48) argues that case studies are defined not only by their boundedness regarding the unit analysis of the topic, but also by their methodology. If the study is specified as a qualitative case, then qualitative methods will be used. When qualitative methods only are used, the research methodology will usually be located in the interpretive tradition (Henning *et al*, 2004:41). The case study approach was employed in this study as it aimed at understanding a particular case, that is, the use of discipline in selected primary schools in the informal settlements of North West Province.

1.17.5 Primary schools

Primary schools are schools offering education to learners from Grade 1 up to Grade 7. Usually learners enter Grade 1 at the age of 7 years and leave primary school, at the age of 13 years (South African Schools Act, Act 84 of 1996).

1.17.6 Informal settlements

Informal settlements comprise shanty towns or squatter settlements (illegal) of people who live in improvised dwellings made from scrap materials, often plywood, corrugated metal and sheets of plastic. Shanty towns which are usually built on the periphery of cities often do not have proper sanitation, electricity and telephones (Scrinivas, 1991). An informal settlement is also considered a residential area in an urban locality inhabited by very poor people who have no access to tenured land of their own, and hence squat on vacant land either private or public (Scrinivas, 1991).

1.17.7 North West Province

North West Province is one of the nine provinces of the Republic of South Africa. This province is predominantly inhabited by the Tswana speaking community and

situated relatively next to the Botswana border. In spite of rich mineral resources like platinum, the province remains largely in an impoverished state.

1.18   THESIS OUTLINE

This study will consist of the following chapters:

Chapter One

This chapter presents a historical perspective of school discipline, the research problem, research aim and objectives, research method and design, significance and justification of the study delimitation, limitation of the study, trustworthiness, chapter division and the summary of the chapter.

Chapter Two

Chapter two contains a literature review on South African legal framework on school discipline, the purpose of school discipline, alternative strategies of school discipline, disciplinary measures and procedures as well as the summary of the chapter.

Chapter Three

This chapter covers the context, research method, research design, ethical considerations, validity and reliability of the study, and the summary of the chapter.

Chapter Four

Chapter four presents an analysis and discussion of the collected data. The findings will be stated as part of the chapter summary.

Chapter Five

This chapter contains conclusions, recommendations and summary of the study.

1.19   CONCLUSION

This chapter has captured the orientation of the present study by briefly indicating the historical perspective of discipline is South African schools, research problem

statement, research aim and objectives, educational research approaches, research design, the significance and justification of the study, the research limitation, and the chapter division of the intended report.

The following chapter will focus on a literature review to determine the current practices on school discipline in the South African education system and to state alternative strategies of school discipline that should be practised in schools to improve learner behaviour and impact positively on the performance of learners.

CHAPTER 2
MANAGING DISCIPLINE IN SCHOOLS

2.1   INTRODUCTION

This chapter provides an overview of previous research on management of discipline in schools in a post corporal punishment environment. It introduces the framework for the case study that comprises the main focus of the research described in this thesis.

It is important to set the context of the literature review work by first providing:

- an explanation of its specific purpose for this particular case study;
- comments on the previous research on management discipline in schools in a post corporal punishment; and
- an indication of scope of the work presented in this chapter.

The main purpose of the literature review was to survey previous studies on management of discipline in schools in a post corporal punishment environment. This was done in order to investigate the key data collection requirements for the primary research to be conducted, and it formed part of the emergent research design process (Denscombe, 1998: 217). The approach adopted was in line with current practice in grounded research work. It is now regarded as acceptable for researchers to familiarise themselves with existing research prior to collecting their own data.

An appreciation of previous work in this area served three further purposes. First, through providing direction in the construction of data collection tools, it guarded against the risk of overload at the primary data collection stages of the project. Second, working the findings from extant literature into a formal review helped maintain a sense of the topic's perspectives throughout the study. Finally, this activity increased the opportunities for articulating a critical analysis of the actual

'meaning' of the data collected when the data analysis stages of the research were reached

2.2   THE CONCEPT DISCIPLINE

This section provides definitions of school discipline from the literature review. The purpose of school discipline will also be stated and critically discussed in order to explicate its significance at the later stage, of the research work.

Mokhele (2006:150) suggests that school discipline can be seen as an individual learner's practice of encouraging, caring, loving and respecting other learners. In addition, Du Plessis and Loock (2007:2) regard discipline as a code of conduct prescribed for the highest welfare of the individual and the society in which the individual lives. Ferreira, Jacobs, Manning and De Wet (2009:163) define school discipline as activities that are implemented to control learner behaviour, enforcing compliance and maintaining order.

To Konh (1996:1) school discipline is managed when educators and principals ensure a safe and conducive environment for effective teaching and learning so that the rights and needs of learners are respected, indicated and safeguarded. Squelch (1993:2) refers to school discipline as behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control; Douglas and Straus (2007:304) define school discipline as the correction of bad or unacceptable behaviour. Thornberg (2008:37) describes school discipline as strategies that can be used to coordinate, regulate and organise individuals and their activities in the school and put in place procedures, necessary to establish and maintain a safe environment in which quality teaching and learning can take place.

In a school context, the term school discipline refers to learners complying with a code of conduct (school rules) that, among others, determine the expected standard of schooling, school times, behaviour and ethics (Ndamani, 2008:183). It specifically deals with the correction of learners' behaviour in order to adhere to and to follow previously agreed instructions. Discipline can also be seen as an instruction, training

and correction of learners' behaviour and caring for, loving and respecting other learners. It should be thought of as a means of teaching learners to take positive charge of their lives (Charles, 2006: 15). Discipline can further be defined as a training that is accepted to produce a specific character or pattern of controlled behaviour to correct certain misconduct (Le Mottee, 2005:5). According to Mtsweni (2008:28), school discipline is the business of enforcing and practising acceptable patterns of behaviours that facilitate learning and minimise classroom disruption. It is a strategy educators employ to bring about order and stability in the classroom and as a code of conduct prescribed for the highest welfare of learners to promote self-interest and the welfare of other learners (Bear, Cavalier and Manning, 2005:5).

Discipline also deals with strategies that educators should use to bring about order and stability in classrooms for producing a teaching and learning culture and the smooth functioning of the school (Roos, 2003:486). Mtsweni (2008:28) concurs, stating that school discipline is necessary for maintaining order and harmony in the classroom situation. Mtsweni (2008:28) further asserts that learners learn best in an orderly and safe environment. Order and discipline are essential to an effective, educational environment (Goodman, 2006:215; Porter, 2004:22). The fundamental nature of school discipline is therefore the establishment of a learning atmosphere in which educators can teach and learners can learn experience and exercise self-discipline without any disturbance or threat. Learners are also required to exemplify compliance with school rules and continuously adhere to them: they should alter and adjust their behaviour in line with the school rules.

2.3   IS DISCIPLINE IN SOUTH AFRICAN SCHOOLS STILL A CHALLENGE?

South Africa today, over two decades since the birth of the 'new' South Africa in 1994, is still plagued by the after-effects of the civil disobedience associated with the political struggle during the period 1976-1993 (Straker, 1996:62; Van Eeden, 1996:11). In addition to this, we find ourselves in an era where there is a breakdown in family structures and basic social values. The fact of the matter is that learner discipline has to start at home (Ndamani, 2008:182). Another factor is the

abolishment of corporal punishment in schools, in terms of section 10 of the South African School Act of 1996 (RSA, 1996).

The democratization of the South African school system in line with the South African Constitution enacted upon attainment of independence in 1994 has an emphasis on the respect and preservation of children's rights. As a signatory to the Convention on the Rights of the Child, South Africa is compelled to pass laws and take social, educational and administrative measures to protect the child (Department of Education). Consequently, disciplinary measures like corporal punishment were abolished. It is a fact that since corporal punishment was abolished by the legal frame works, discipline has collapsed in many South African schools because educators do not have any means to discipline learners at the school hence this study intends to come up with disciplinary management strategies that will enable educators to manage discipline at the school.   Section 12 of the South African Constitution (RSA, 1996) states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading manner (Mokhele 2006:151). In line with the Constitution of the Republic of South Africa, the National Education Policy Act (RSA, 1996) states that "no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution". Schools have to come up with functional alternative measures to deal with indiscipline. This shows the dilemma schools face in trying to respect children's rights while at the same time trying to find adequate and meaningful measures to deal with learner indiscipline, without infringing on the said rights.

Current research shows that cases of learner indiscipline are on the increase in South African schools and in some instances, learners are alleged to have murdered others in school premises (Harber, 2001:50). As such, many learner indiscipline cases have been reported in schools and this has raised concerns about safety at schools and in classroom environments. Aziza (2001:41) reported a sharp rise of cases of learners suspended and expelled from Western Cape schools. Reasons that have led to suspensions and expulsions, include being in possession of dangerous objects (e.g. knives and guns), drug abuse, physical and verbal confrontations, theft, substance abuse and watching pornography (Aziza, 2001:41).

A practical example of learner indiscipline is a case between the family of a murdered learner, Pieterse and MEC for Education 2010(4) 150 in the Western Cape Division of the High Court. Cases of learner indiscipline are very high in South African schools and impact negatively on teaching and learning. According to Aziza (2001:41), the magnitude of reported cases of learner indiscipline warrants the use of different kinds of punishment-based disciplinary measures and the question still remains on the usefulness of such measures in curbing future occurrences of indiscipline.

Sheets (1996:87) and Aziza (2001:34) presume that punishment such as suspensions and expulsions will eliminate misbehaviour. Sheets (1996:87) further suggests that before suspension and expulsion can be implemented, self-esteem and problem-solving skills should be developed in an attempt to change behaviour of all the learners by encouraging them to resolve their own problems and change their attitudes.

However, Dupper (2010:24) points out that suspension and expulsion have the following negative outcomes:

- higher rates of misbehaviour;
- alienation of learners;
- a correlation with lower academic achievement;
- student drop out; and
- a failure to reduce misbehaviour.

Owing to the challenges faced by educators when implementing alternative strategies to school discipline, discipline in many schools in the country has not improved as yet. This study will come up with guidelines which will enable educators to have a clear or better understanding of behaviour and attitude of learners, so that the educator can be in a better position to deal with ill-discipline at school.

2.4   FACTORS CAUSING INDISCIPLINE IN SCHOOLS

This section states and describes factors causing indiscipline in South African schools. Factors impinging on learners' behaviour in schools are mainly learner-related factors, educator-related factors, school-related factors, parent/family-related factors and society-related factors (Wolhuter & Steyn, 2003:526).

2.4.1   Learner-related factors

This section describes learner related factors, influencing indiscipline in schools.
A study conducted by Nziramasanga (1999:293) indicates that learner indiscipline in schools ranges from being unruly, gangsterism and sexual harassment. Some learners are arrogant, violent, carry firearms, abuse alcohol, smoke, rape, commit burglary, intimidate other learners and teachers, break school rules with impunity and often challenge the teachers' authority (Gouws & Kruger, 1999:134). Masitsa (2007:3) states that discipline in schools is so poor that one can assume that more and more young people enter the school to disrupt rather than to learn.

Wolhuter and Steyn (2003:526) state that incidences of disciplinary problems appear to be related to learners' age, their physical appearance and performance in the classroom. Porteus *et al.* (2001:39) refer to a wide range of challenges that underlie difficult behaviour among learners. Some learners face problems at home, others have certain learning barriers and struggle to cope with the current learning and teaching methods. Some learners who fail to progress to the next grade or obtain the required pass percentage in a particular learning area (subject) experience low self-esteem and may feel alienated from the school and start to misbehave. Other learners may also feel that punitive measures, although often appropriate, are used inconsistently by educators and deliberately start to cause unnecessary disruptions.

Baladzi and Araujo (2007:12) further state that learners live in multi-problem and often chaotic environments. As a result, they tend to present difficulties and exhibit problematic behaviours that may have labels such as delinquent, anti-social or ungovernable learner. A small number of learners have specific behavioural

challenges which are medical or psychological in origin that can influence school indiscipline.

Emotional problems may cause learners to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt (Lewis, 1991:86). Rossouw (2003:423) mentioned that some learners play with cell phones in class and they do not want to be reprimanded. Learners' behavioural challenges are rooted in practical real life issues such as the social and economic challenges faced by families and communities; and sometimes in the way in which the management of learning and teaching is organised. There is no quick fix for these and such behavioural challenges can cause despicable learner behaviour in schools.

Learner gender is another important aspect worth looking into in terms of how it influences the extent of disciplinary problems. Day-Vines (2005:236-243) states that urban American male adolescents experience disproportionately, higher rates of disciplinary referrals than females, as well as suspension and expulsion which have been attributed to numerous ecological factors. These include cultural conflicts and misunderstandings related to the culture of origin and school. Monroe (2005:2) also brings the difference in gender to the fore when he indicates that African-American males are disciplined with greater frequency and severity than their peers in other countries.

Morris (2005:25-48) points out that school officials tend to view the behaviour of boys as more threatening than that of girls; in most cases boys are the ones receiving strict, punitive discipline. According to Olweus (in: Besang 1991:16), boys are more violent at schools than girls by using both physical aggression and threats. Girls tend to portray more indirect modes of conduct such as malicious gossip and malicious ostracism. Maccoby and Jacklin (in: Besag 1991:39) have the same sentiments as Olweus above. They point out that the reason boys are more violent than girls is because boys are biologically more prepared to learn dominance, competiveness and aggression. Girls are socialized into being more inhibited.

Besag (1991:109) confirms that there is a difference in the way boys and girls challenge the school in matters pertaining to discipline. Besag (1991:109) points out that boys challenge overtly by conflict and confrontation. Besag (1991:109) further reports that girls use their maturity to confront educators by wearing earrings, make-up, ignoring the dress code and flaunting their sexuality.

2.4.2 Educator-related factors

This section describes educator-related factors towards indiscipline in school.

Educator-related factors are acts of misbehaviour that affect effective teaching and learning and efficient management of the school. Common educator-related factors can include absenteeism from school or class without permission or prior arrangement, lateness, non-preparation of lessons, failure to mark learners' written work, non-completion of school records, such as registers and mark sheets, and abusive use of alcohol and drugs. These are serious threats to all levels of the education system because educators are professionals, entrusted with the responsibility to conserve the future of learners (Oghuvbu, 2007:2).

Some educators seek revenge in situations of conflict with their learners (Knott-Graig, 2007:2). They want learners to pay and suffer physically for misbehaving. They believe that in order for a particular learner to behave better in future, he/she should first suffer. These attitudes are indicative of the justifiable anger and perceived powerlessness of educators. This unprofessional and destructive behaviour of educators, in most instances, according to Oghuvbu (2007:3-6), is as a result of poor professional training, poor condition of services, poor interpersonal relations and the status of educators at school, poor management of disciplinary cases, poor home background, lack of professional cooperation among educators and improper placement of educators in the education system.

It has been acknowledged that teaching is a challenging occupation. The curriculum demands, curriculum changes and other administrative duties require an educator with the highest level of professional training. Therefore, according to Wolhuter and

Steyn (2003:527), an educator's general competence has a strong influence on his or her learners' behaviour. The educator needs knowledge of the subject and the ability to present a lesson which flows smoothly and holds the learners' attention in order to be effective in the classroom. Indeed many educators are de-motivated and feel hopeless and those who cannot persevere, quit the profession. It is clearly indicated in the paragraphs above that educator-related factors cause and influence school indiscipline to a great deal. Indeed, an incompetent, poorly paid, de-motivated, indifferent and uncooperative educator cannot handle issues of school indiscipline. A well equipped educator's attitude cannot be contrary to that of the school vision and mission statements and developmental plan.

According to Blandford (1998:9), the management of discipline is central to quality teaching and learning. If educators are unable to manage classes, they will be unable to teach. In addition, Van Wyk (2001:198) asserts that because many educators in South Africa have limited knowledge of disciplinary strategies, most disciplinary measures are reactive, punitive, humiliating and punishing instead of being corrective and nurturing. In corroboration, Morrel (2001:292) states that although the use of corporal punishment in South Africa was banned in 1996, many educators continue using it as a strategy to discipline learners.

Mabeba and Prinsloo (2000:40) suggest that in-service training programmes should devote modules related to management of poor behaviour because educators very often get into classroom situations lacking relevant strategies to handle behavioural problems. To support this, Blandford (1998:60) think that educators should have the necessary knowledge and understanding of managing learner behaviour even before they enter the profession. Blandford (1998:60) further states that when educators require expert support and service, this should be provided by a highly qualified and effective team of professional agencies. In this way educators will know what is available to help them to manage discipline effectively.

In the classroom situation positive relationships should exist between educators and learners for quality teaching and learning to take place (Mokhele, 2006:148) as Kruger and Steinmann (2003:15) corroborate, state that a positive school climate is

one in which learners are assisted along a number of developmental pathways. The educator-learner relationship should therefore be characterised by a caring and positive school climate, should manifest listening, critical questioning, openness and a feeling of being cared for. If there is a positive relationship, learners will achieve good results and they will behave well.

A positive school environment is necessary for effectiveness and to improve learner performance. When rate of academic improvement is high, rates of absenteeism and drop out will be minimised; learners will also be highly motivated and ultimately behave well (Kruger, 2003:15). Kruger (2003:16) further states that a positive school climate will also have the following impact on the school: - the achievement of learners increased, willingness on the part of educators to take risks, to step outside the defined boundaries, and to make the classroom more exciting and challenging for learners as well as the encouragement of learners to continue with confidence in their efforts even if they failed to succeed the first time.

A number of researchers who indicate that academic achievement and learner behaviour are influenced by the quality of the educator-learner relationship include the importance of mutual trust and respect. Burden (1995:228), Cangelosi (1997:152) and Kruger (1997:58) posit that if educators treat their learners correctly, learners are likely to co-operate with them, behave correctly and perform successfully in their studies. Cangelosi (1997:152) accentuates this view by stating that learners will likely co-operate with educators if they consistently communicate with them in an assertive rather than in a hostile or passive manner. Cangelosi (1997:152) adds that educators should be patient, polite and civilised, and should not shout at learners because they will offend learners in the process and create a poor relationship with them.

Lemmer (1998:39) also sees the school or classroom disturbances as brought by unsound relationships between educators and learners. Learners may deliberately frustrate educators from achieving the tasks for which they were employed In additional, Smith and Lasett (1993:9) postulate that "a persistent frown of intimidating scowl is likely to convey anxiety as much as displeasure and an angry shout can

awkwardly modulate into a shriek more suggestive of hysteria rather than confident control." Sometimes, a long-term rivalry from the community may spill into the school or classroom where the learners may wish that a school can be a place of rebellion and revenge against educators.

The kind of the school principal has also attracted the attention of several researchers in respect of discipline at schools. Short and Blanton (1994:8) advocate that learner and educator participation in matters relating to the running of the school is very important in view of minimising chances of poor discipline. Principals who are autocratic and self-centred end up with many disciplinary problems at their school.

Aziza (2001:114) discovered that the principal's attitude influences discipline at the school. In her findings, Aziza (2001:114) came up with five types of principals, named A, B, C, D and E. They have different attitudes towards discipline, but they all believe that the attitude of the principal influences discipline at school. Aziza (2001:114) explains:

- Principal A believes that when things go wrong and discipline is poor, he or she is the cause and he or she is not a strong enough principal;
- Principal B does not accept the idea that educators should take responsibility for any disciplinary problems. He believes that he or she has to deal with every situation at school including discipline;
- Principal C believes that he or she is influenced by the attitude of educators although they sometimes put pressure on him or her, and that he or she may need the intervention of the School Governing Body; and
- Principal D regards matters concerning discipline as a team effort. He or she also believes that his or her attitude plays a role, but it has to be influenced by a collegial relationship with the staff.

According to Aziza (2001:115), this kind of the principal does not see him or herself in a hierarchical relationship and at the top of the hierarchy. He or she sees him or her as one of many and he or she views him or herself as an educator and thereafter as a head-teacher. He or she attends to disciplinary problems with that mindset.

- Principal E believes that discipline at school depends on the strictness of the principal.

Aziza (2001:116) believes that this kind of principal thinks that the fundamental responsibility of the principal is to set the tone and discipline of the school. The type E principal also believes in leading by good examples, for example if he or she preaches punctuality, then he or she should always be punctual.

2.4.3   School-related factors

This section describes the impact of school-related factors on school discipline.

Wolhuter and Steyn (2003:528) suggest that school-related factors influence and determine learners' behaviour. The most effective schools seem to create a positive atmosphere based upon sense of community and shared values in the classroom. Lack of shared values and respect in schools have caused indiscipline behaviour among learners. As such, a shared value base is an important prerequisite for the promotion of good behaviour and the appropriate reaction to indiscipline when it occurs.

Van Wyk (2001:198) stipulates that there are links between the status, the physical appearance of the school premises and the behaviour of learners. Gerdes (1998:9) concurs that most previously disadvantaged schools lack adequate infrastructure and learner and educator support materials, sufficient moral and religious instruction and a sufficient number of heads of departments and educators, resulting in a deplorable teaching and learning environment. In the past school focus was on learners, educators and families' behaviours and ignored the school infrastructure. Hence, the treatment of indiscipline mainly focused on counselling and psychological intervention of various kinds.

Overcrowded classrooms also have a huge effect upon the behaviour and achievement of learners. According to Savage (1999:74), the density of the

individuals in space is an important factor of the physical environment which influences behaviour. Savage (1991:74) further posits that it is too difficult to teach and manage the classroom when it is overcrowded. Overcrowded classrooms are regarded as one of the factors that hamper the creation of a favourable classroom environment in which educators can teach successfully (Kruger, 1997:65).

According to Burden (1995:223), researchers have indicated that a favourable classroom climate is related to learner achievement. It was found that the organisational pattern which results in the learners feeling not only more capable, but also included and secure, result in higher achievement. To develop cooperative, responsible learners, educators can take actions that promote the learner's self-esteem, promote positive interactions and develop non-threatening and comfortable environments (Mtsweni, 2008:34).

There is general concern that public schools particularly which are situated in the informal settlements in South Africa, experience more disciplinary problems than private schools. In a study done by De Jong (2005:353-370), it was ascertained that public opinion over the past 30 years rates the lack of discipline in public schools in the United States of America (US) as the biggest problem communities have to deal with. The same view is shared by Marrison, Anthony, Storino, Cheng, Furlong and Morrison (2001:45-71) where they indicate that in public schools, educators are confronted with learners who represent a significant range of needs. The other problem in public schools is the fact that the safety of learners is not guaranteed.

The relevance of the curriculum to learners' needs also influences discipline at school. Raven (in: Besag 1991:109) reports that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth and does not address the aims that are promoted by society. Besag (1991:109) further maintains that learners resort to taking matters into own hands if they believe that the curriculum is irrelevant and boring. Doveton (1991:109) further indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests

and the needs of their communities. Doveton (1991:131) emphasises the importance of linking the curriculum to the philosophy and customs of a particular society.

2.4.4   Parent/family-related factors

This section describes the impact of parent/family-related factors on school discipline.

Parents play a crucial role in shaping the attitudes that promote positive discipline and good behaviour in schools (Koenig, 2008:2). If parents are very quick to oppose the school management team and the School Governing Body, when they perceive them to be incompetent and unaccountable, this can cause indiscipline; yet they shy away from making a conscious effort and practical contribution to the school management and school governance. 'Boarding school' has become a euphemism for abdication of parental responsibility. These schools become places to abandon teenage children as parents pursue their other interests. Parents regard teenage children as desired and necessary but generally disposal "irritants" (Wolhuter & Steyn, 2003:530).

Parents are expected to be involved in school activities; when they are involved, learners will feel secure and perform better. Dowling and Osbourne (1985:164) state that if the learners with behavioural problems realise that their parents and educators are working together to manage difficulties, they experience more consistency and feel more contained. In the opinion of Blandford (1998:32), an active relationship between parents and educators has great benefits. Oppelt (2000:16) states that in many South African schools where indiscipline is rife, parental involvement is lacking. In this regard parents are reluctant to co-operate with educators in disciplining their children (Van Wyk, 2001:198 & Ramsey, 1994:16).

Family emotional and material problems also contribute towards learners' behavioural problems at school. Children from families of lower socio-economic status are more exposed to these conditions. Therefore, the incidence of misbehaviour among learners from these families tends to be higher than the

occurrence of misbehaviour among learners from middle-class or upper-class families. In addition, materialism influences inefficient administration and the application of disciplinary processes at school (Wolhuter & Steyn, 2003:530).

One can interpret indiscipline in schools as symptoms of dissatisfaction in the education system and as cries from learners to taste success. Their greatest need is to find adequate support from their parents for success. Parents who fail to participate in school activities and their children's school work are abandoning them and this causes indiscipline in schools.

2.4.5   Society-related factors

This section explains society-related factors which impinge on discipline in schools. Wolhuter and Steyn (2003:538) are of the opinion that violence, racism and other antisocial behaviour which people perceive via the media could be a cause of misbehaviour and disciplinary problems in school. Learners now watch more hours of television and video games and such programmes could influence their behaviour negatively. The erosion of discipline in society manifests itself in violent crimes, robberies, assaults with deadly weapons, rapes and murders.

Other social factors, such as poor basic skills, limited aspirations and opportunities, poor relationships with other learners, parents and educators, pressure from others to behave in a way which may conflict with authority, parents who are unable to exercise control over their children and exposure to drugs, physical or sexual abuse have been found to cause indiscipline (Kinder, 2003:14). There are many other social factors such as unemployment, poverty, crime, violence, abuse of drugs and alcohol, mental health and family break-up that feature largely in the statistics of learners who experience serious difficulties in learning and cause indiscipline in schools.

According to the Bible, a child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings (Rossouw, 2003:419).Rossouw (2003:419) mentions that man fell into sin at the beginning of humankind. This

confirms the presence of misconduct, deviant behaviour, and disciplinary problems in the lives of human beings. Rossouw (2003:424) also indicates the over-emphasis placed on children's rights as a factor confusing principals, educators and learners in matters relating to the discipline of learners at school. Rossouw (2003:424) further indicates that some principals are under pressure to recognise learners' rights and do not know to which point they should make allowance for their learners' voices. Rossouw (2003:424) mentions that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights because they may be accused of misconduct. Rossouw (2003:424) furthermore points out that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Children who experience social alienation from significant others are often misbehaved. Lewis (1991:74) posits that this situation arises within most families where learners feel rejected. This finding (the significant relationship between isolation and poor behaviour) is supported by Butchart (1998:242) who indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. These feelings experienced by the learner may ultimately develop into what is referred to as 'psychological pains' which may cause problems such as physical assault, gang violence and substance abuse.

In his analysis of the social aspects of truancy and absenteeism, Reid (in: Varma 1993:78) identifies the following social and economic elements as being present in the homes of children who are often absent from school:

- families at the lower end of the social scale, fathers typically in semi-skilled or unskilled work;
- families in which both parents are unemployed is a norm;
- families on low incomes;
- families living in overcrowded conditions;
- families living in poor standard housing;

- poor material conditions within the home;

- families where the children are being abused;

- families where the children are being supplied with free school meals; and

- families where the parents are passive victims of an appalling environment and unsure of their constitutional rights.

The political situation in South Africa is also blamed for learners' misbehaviour by Moloi (in: Rossouw 2003:416), where she states that the involvement of the youth in the liberation struggle which ended in 1994 caused them to develop "arrogance towards adults, that is, both educators and parents". Maree (in Rossouw 2003:416) also blames the political situation of the nineties in South Africa where the causes of violence in schools were politically motivated; and further mentioned that gang activities, lack of transformation, learners carrying guns and smoking dagga, lack of counselling services, the intolerance of school management towards some groups and parental apathy.

It is explicit that indiscipline in school is caused by factors related to learners, educators and parents' behaviour which contradict the goals of discipline in schools. Schools as organisations influence bad behaviour through lack of positive ethos and dilapidated infrastructure. It is certain that social factors such as violent crime, drug trafficking and alcohol abuse particularly in schools contribute to the escalation of indiscipline South African schools.

2.5   THE PURPOSE OF DISCIPLINE IN SCHOOLS

According to Raffini (1980:106); and Joubert and Squelch (2005:23) the purpose of discipline is to maintain order in the learning environment so that teaching and learning can be effective. Ferreira (1994:6) supports this view by stating that discipline makes learners aware that order is necessary and that certain behaviours are regulated through school rules and regulations. Discipline is necessary for maintaining order and harmony in the school situation. At the same, educators can only perform their professional duties, if there is order and discipline in the school (Freiberg & Driscoll, 1992:24, Mtsali, 1993: 2; Squelch & Lemmer, 1994:17; Tauber,

1995:259; Watson, 1996:1). Digulio (2005:5) concurs and states that learners learn more efficiently in smooth running classrooms. Disruptive as well as unacceptable behaviour can impact negatively on quality teaching and learning. Therefore, every school should have a policy on discipline which embraces school rules, expected behaviour and consequences of deviating from the school rules. The goal of discipline is to reduce the need for educators to intervene time to time in classroom. Squelch (1993:239) suggests that learners should be taught to control their behaviour. However, discipline cannot be promoted if the school does not have school rules and regulations or code of conduct to which learners should conform.

Sound discipline practices contribute to good conduct and academic achievement (Bey and Turner, 1996:30). Hence, effective teaching and the enforcement of conduct codes by schools are essential. Educators should feel satisfied making decisions to prevent, intervene, or resolve unaccepted behaviour. For that reason schools should establish a culture of maintaining sound discipline to create safe environment for effective teaching and learning (Bey and Turner 1995:30). It is not only the purpose of discipline to improve academic achievement but through networking, schools with disciplinary challenges, should copy those that are doing well in discipline and academic performance, and sustain good practices.

Gay (1994:142) argues that cultural and ethical factors are essential disciplinary factors which learners should learn at home. For this reason, parents should also ensure that children behave well at home and the same behaviour should be displayed at schools. Ramsay (2006:4) further concurs that every parent is responsible for controlling the conduct of his/her child. In this way, each child from early age acquires values and norms. Griessel, Louw and Swart (1990:50) suggest that the school should integrate values in the school curriculum in an attempt to play a role in shaping the behaviour of every learner. The education system therefore seeks to assist every learner in his/her development, by providing him/her with a secure environment for quality teaching and learning.

Sound discipline in the school does not only improve academic performance, but also minimises harsh punishment like suspensions and expulsion of learners.

Notably, suspension and expulsions as the final straw of disciplining learners has encouraged dropping out of school and possession of weapons and excessive use of drugs (Aziza, 2001:23). Furthermore, Dupper and Bosch (1996:143) substantiate that physical confrontation with learners and other behavioural problems were incited by suspensions and expulsions of learners from schools. Chandler (1992:137) suggests that schools as coercive institutions should attempt to make learners learn and behave well rather than to frustrate them and exacerbate their behaviour. Therefore educators should coerce learners into both obedience and learning. Bear, Cavalier and Manning (2005:17) advise that discipline should be used to manage and correct misbehaviour at schools. Bear *et al.* (2005:3) further suggest that discipline is twofold, namely, developing self-discipline and using discipline to correct misbehaviour. Educators should not only use discipline to correct ill discipline but to teach or guide learners to develop self-control, good character or self-discipline and to create and maintain a safe, orderly and positive learning environment.

Sound discipline fosters and promotes academic achievement and promotes self-discipline. Bear *et al.* (2005:13) state that the reciprocal relation between self–discipline and academic achievement has important implications. The reciprocal relationship implies that educators can improve self–discipline of every learner by emphasizing attainment of academic achievement. Not only are self–discipline and academic achievement reciprocally related to one another, but they are also reciprocally related to safety school environment. Conversely, by emphasizing positive school environments, educators assist to promote sound discipline and academic achievement.

Furthermore learners should be brought up, to accept responsibility for themselves and for their judgements, decisions and actions (Mtsweni, 2008:39). Landman and Van der Merwe (1990:15) concur that the degree of acceptance or responsibility automatically determines their view of freedom. Educators should act as the representatives of the society, especially adult members of the community to guide learners and encourage them to behave well (Ngoepe, 1997:32). In short, educators should ensure that they present themselves as people of values who can account for their convictions. Through sound discipline learners will realise the necessity for

order in the classroom and to maintain good attitude and behaviour in the school. If there is sound discipline, a culture of teaching and learning will successfully be established and maintained.

Educators should not exercise coercive power over learners because it may have detrimental effect on school discipline. Coercive power usually leads to a power struggle between educators and learners and it can affect discipline negatively. Levin and Naong (1991:34) corroborate that once an educator operates from a basis of coercive power, educator-learner power struggles becomes common. Such a power struggle often fuels and increases disruptive behaviour and places the educator in a no–win situation. Educators should therefore develop authority and power in the school by demonstrating expertise in curriculum delivery, in the maintenance of order and discipline in the classroom and should consult learners frequently about their needs. They should ensure that learners are treated with respect and should demonstrate fairness and consistency at all times. Learners can be involved in the drawing up of classroom rules as a way of showing recognition and respect. Learners will consider classroom rules to be fair to these rules.

The main purpose of school discipline is to ensure the safety and protection of learners who might be exposed to uncooperative and aggressive responses from other learners. According to Oosthuizen, Roux and Van der Walt (2003:375), this point of view should not merely be construed solely as "clamp down on unruly misbehaviours and disruptive behaviours, but as a means of entering into loving, caring, and guiding relationship of others." A safe and secure learning environment should be created to fulfil the right to education and to provide substantive meaning for any learner. For a learner who is subjected to continuous classroom disruptions, sexual harassment and a culture of illegal drugs, learning opportunities are restricted. Joubert *et al.* (2004:80) posit that sound discipline should be sustained daily to enable all the learners to value good behaviour highly. In addition, the Department of Education (2001:9) regards effective school discipline as part of the learner's daily life. The educators should use disciplinary strategies proactively and constructively for learners to experience an educative and corrective approach for self-discipline but learners too should have self-discipline and be involved in

ensuring their protection and safety by not carrying dangerous objects in the school premises.

Purpose of school discipline is to create a safe and secure learning environment for learners to experience an educative and corrective approach in order to exercise self-discipline and self-control. Furthermore, it is to protect learners from disruptive and uncooperative learners and provide learners with quality public education in the classroom. Discipline has to bring about improvement in the school and in particular, improvement in the learners' behaviour and learning opportunities (Masitsa 2008:256). Learners should feel safe to learn and to be taught in a disciplined environment to attain goal and objectives and for holistic developed.

2.6   DISCIPLINE APPROACHES

This section distinguishes two disciplinary approaches: the authoritative and the humanistic discipline approaches with the intention of establishing the most suitable approach which can be used by schools to improve poor behaviour.

2.6.1   The authoritarian approach to school discipline

This section explores the authoritarian approach to discipline.

Mtsweni (2008:39) links the authoritative style of leadership to autocratic communication, the excessive control of learners and domination, as well as to unpedagogic and compulsive exercising of power that undermine the learners' feelings of freedom and security. Mtsweni (2008:39) further states that the authoritative style of leadership causes learners to resort to violence because they are frustrated by not having a say in what concerns their welfare and wellbeing as compared to participatory decision making where learners are in the position to contribute in matters which affect them. An authoritative leadership style poses a serious challenge to school discipline because learners easily resist taking instructions, are rebellious and become stubborn. Therefore, participatory decision making is more appropriate in the school as compared to an authoritative leadership

style because learners can own the end product when they are consulted regarding issues which affect them and every learner is responsible and accountable for his/her actions.

The Department of Education (2000:5) indicates that Christian National Education was designed to support the apartheid system by schooling children to become passive citizens who would accept authority unquestioningly. Educators were encouraged to use the cane as a way of keeping control and dealing with those who stepped out of line. But that notion did not last long. In 1994, the Department of Education (2000:7) pointed out several weaknesses in this style of enforcing discipline on learners when they concluded that "violence begets violence". In 1994, the Department of Education abolished corporal punishment. This measure was enforced by the Constitution of the Republic of South Africa (RSA, 1996 s43) which states that "everyone has the right not to be treated or punished in cruel, inhuman or degrading way". Several reasons for banning corporal punishment in all schools in South Africa were brought forward (Department of Education 2000:7), indicating that corporal punishment:

- does not build a culture of human rights, tolerance and respect;
- does not stop the bad behaviour of difficult learners, instead these children are punished over and over again for the same offence;
- does not nurture self-discipline in children, instead, it evokes feelings of aggression or revenge and leads to anti-social behaviour;
- does not make children feel responsible for their own actions, they worry about being 'caught' not about their personal responsibilities and this undermines the growth of self-discipline in children;
- takes the children's focus away from the wrong-doing and be committed to the act of the beating itself, where some learners even brag about being beaten as something to be proud of, as a 'badge' of bravery or success;
- undermines a caring relationship between the learner and educator which is necessary for the development of all learners, particularly those with behavioural difficulties;

- undermines the self-esteem and confidence of children who have learning or behavioural problems and difficult home circumstances; and contributes to negative feelings about the school;

- stands in the way of proper communication between educator and learner and therefore hides the real problems which need to be tackled, such as trauma, poverty-related problems and conflict at home;

- is an excuse for educators not to find more constructive approaches to discipline in the classroom; and therefore reinforce bad or lazy teaching practices;

- has been used by educators in a prejudiced way, since those learners who are usually being beaten tend to be older than their peers, from poor homes, black rather than white, and boys rather than girls; and

- encourages violence and gangsterism.

In line with the above-mentioned reasons the two largest teacher unions, the South African Teachers Union and the National Teachers Organisation of South Africa, have given their support to the banning of corporal punishment and the development of alternative strategies for discipline (Department of Education 2000:6). Section 10 of the South African Schools Act (RSA 1996) explicitly stipulates that corporal punishment may not be used in public schools and independent schools.

2.6.2   Humanistic discipline approach

There is a vast difference between authoritative and humanistic approaches to discipline in the sense that in terms of authoritative approach, learners' views and interests are not considered; and learners are not involved in matters which affect them directly, that is, in drafting and adoption of code of conduct for learners. There is no room for self-empowerment and self-actualisation for learners. Underhill (1989:251) points out that self-empowerment and self-actualisation are key elements of participatory decision making. Richards, Platt and Platt, (1992:169) and Underhill (1989:252) state that humanistic approach can lead to:-

- the development of human values;

- a growth in self- awareness and understanding of others;
- active learner involvement;
- an emphasis on the whole on a person as a composite of cognitive and emotional behaviour; and
- self-empowerment and self-actualisation.

The humanistic approach emphasises the importance of educators and parents in assisting learners in a sensitive way to enhance good practices and change in behaviour (Underhill, 1989:254). Educators are not supposed to view wrong things done by learners and correct them later, but they should preach morals and practices and establish interpersonal relationships with learners (Brown, 1994:86) so that it becomes easy to immediately guide and advice learners who go astray.

In terms of the humanistic discipline approach the school environment should be one of acceptance and mutual respect, where learners appreciate other learners, educators appreciate learners and learners appreciate the teachers (Young, 1995:5). A behavioural approach describes the problem of behaviour and the alternative behaviours which should replace it (Lekganyane, 2011:12). Therefore, educators should explain clearly to the learners from the start, the behaviour which is expected from them by encouraging them to obey classroom rules and their code of conduct. The behavioural approach attempts to use consequences systematically to influence behaviours. In this instances behaviour that interrupts, slows down or deflects the progress is avoided.

2.7 THE ROLE OF EDUCATORS IN THE MANAGEMENT OF SCHOOL DISCIPLINE

This section outlines the role that should be played by educators in the management of discipline in schools.

All educators are responsible, as professionals, for managing discipline in schools. For educators to manage discipline, they should themselves be disciplined. Their examples as disciplinarians are the most potent force in the character formation of

learners. Hunter (1990:121) and Jones and Jones (1990:65) state that learners learn a great deal through imitation. Badenhorst and Scheepers (1995:35) hold that a role model generally lives in such a manner that his or her way is worthy of imitation in both lifestyle and the underlying value system. Badenhorst and Scheepers (1995:35) further state that when they think back to the great educators, it is not so much the skills these educators taught, but that they were cherished for their whole mode of living (Badenhorst & Sceepers 1998:35). It was worthy of following and often used as the foundation on which to structure their own lives. In contrast, educators who behave wrongly have a negative impact upon managing discipline in schools (Mabeba & Prinsloo, 2000:40).

Educators should instil acceptable values in all the learners by giving advice and by cautioning them against wrong actions (Summers, 2002:6). Sound discipline is fundamental to quality teaching and learning and it demands accepted morals from all the learners in the school environment. Discipline implies an act of assistance by educators. Educators should ensure that they control their learners, so that learning can take place without disturbance caused by ill disciplined behaviour. In this regard, Raffini (as cited by Reeler, 1983:111) states that in the classroom environment, educators should maintain order so that learners can be educated; when educators control their learners, they exercise their authority over the learners. Without authority, effective control in the school situation is impossible (Badenhorst, Calitz, Van Schalkwyk & Van Wyk, 1987:52).

It is imperative that discipline should be maintained in the school environment for the welfare of the learners and educators and for the success of the educational process. It is also the duty of educators to restore a culture of teaching and learning in schools, where applicable. Disintegrated discipline causes difficulty in the attainment of the school's objectives, vision and mission of the school. In terms of Section 8(1) of the South African Schools Act, Act 84 of 1996 (RSA, 1996), discipline should be maintained in the classroom situation so that the education of the learners flourishes without any disruptive behaviour. Section 7 (5) of South African Schools Act , Act 84 of 1996 of the Guidelines for the consideration of Governing Bodies in Adopting a Code of Conduct for Learners endorses this and states that educators

have a responsibility to maintain discipline. Importantly, educators need parents to support the promotion of sound discipline and to take responsibility for their children's behaviour (Friedman, 1998:9).

For discipline to be maintained in the classroom environment, educators should ensure that they establish and maintain classroom rules in consultation with the learners so that learners can own them. These will assist them to do their professional work effectively and manage their classes properly. Fontana (1994:122) corroborates and states that it does not matter whether one is dealing with young or mature learners, straightforward rules will help learners to get a clear understanding of what is expected of them as well as allow them to understand the consequences of their behaviour whether desirable or undesirable.

When classroom rules are drawn up, learners should be involved in the process of implementing them. This is of utmost importance because if they are involved in the formulation and implementation of the rules, they will realise that they are stakeholders in the management of classroom environment and not just the subjects that are to be managed. Lenman (1992:119) supports this view by stating that many authorities suggest that learners should be allowed to take part in the formulation of classroom rules. In so doing, the educators show confidence and trust in their learners. Learners will adhere or obey the rules because they have assisted in the formulation of classroom rules, there is a sense of ownership. Msomi (1999:12) also supports this view, stating that learners should have a say in school affairs including the disciplinary matters of the school particularly in senior classes.

Educators should not make irrelevant classroom rules because these will create serious management and disciplinary challenges. McQueen (1992:56) is of the opinion that inappropriate rules are useless and perhaps disastrous because poorly chosen rules create serious disciplinary challenges. According to Lenman (1992:19), classroom rules should be written in such a way that the educators and learners know when the rules have been breached. In this regard, Burden (1995:111) states that the rules should be written in broad, adequate language that encompasses the related behaviour. Classroom rules should be clearly displayed on the notice board

(Kruger & Van Schalkwyk, 1993:64). In addition, Burden (1995:110) suggests that classroom rules should focus on desired conduct. Learners will respond better when the rules are stated in a way that expresses the desired behaviours. Educators should also try to state rules in a positive fashion. Classroom rules should be positive statements of how the learners should behave or conduct themselves rather than how they should not behave (Zabel and Zabel, 1996:169).

Disciplining learners is the first and foremost concern of the educators and is one of the least enjoyable tasks of teaching today (Hunter, 2004:12). Nevertheless, disciplining learners is something all educators should do, because learning cannot be accomplished in an undisciplined environment. In a disorderly classroom, educators cannot teach, learners cannot concentrate, and precious learning time is lost. If disorder and disrespectful behaviours are tolerated, they will proliferate. Disciplining learners has been recognized by educational researchers as an essential and indispensable aspect required for teaching and learning in schools since ancient times. It is not surprising that the current world education systems, including that of South Africa, advocate effective discipline in schools by educators to encourage and support learners' behaviour for the realisation and provisioning of quality education. Hence, policy makers are continuously drafting and re–drafting, adopting and re–adopting and reviewing disciplinary policies to ensure acceptable standards of discipline and good behaviour in schools (Mokhele, 2006:139).

Bear, *et al*. (2005:4) emphasise that it is crucial for both educators and parents to recognise that both the development of self-discipline and the use of discipline to correct misbehaviour play important roles in school discipline. Schools should therefore adopt a balanced approach to correct indiscipline and advance the development of self-discipline in all the learners. Self-discipline connotes internal regulation of one's behaviour. It entails assuming responsibility for one's actions, understanding right from wrong, appreciating the importance of co-operative relationships; and inhibiting socially inappropriate behaviour. It involves knowing what is right and desiring to do what is right. Self-discipline reflects internalization, which is taking over the values and attitudes of society as one's own so that socially

acceptable behaviour is motivated not by anticipation of external consequences but by intrinsic or internal factors (Grusec & Goodnow, 2002:4 & Mokhele 2006:149).

Discipline is intended to suppress and redirect misbehaviour (Charles, 2006:3). In poorly disciplined schools learners behave at times with hostility, abusiveness, disrespect, disinterest and cruelty, all of which damage the environment for teaching and learning. Ideally, the goal of discipline is to reduce the need for educator intervention over time by helping learners learn to control their own behaviour. When educators apply various disciplinary techniques, they hope not only that misbehaviour will cease but also that learners will internalise self-discipline and display it in the classroom and elsewhere.

The following section will state and describe the legal frameworks which regulate administration of corporal punishment in the schools.

2.8 THE LEGAL FRAMEWORK ON CORPORAL PUNISHMENT IN SOUTH AFRICA

This section examines critical and relevant sections from the Constitution of the Republic of South Africa Act 108 of 1996, the South African Educational Laws Amendment Acts, Act 2002, 2005 and 2007 and relevant international laws and treaties in order to clarify the South African legal framework and the standpoint with regard to school discipline.

As in so many other countries in the world, many children in South Africa suffer corporal punishment and other forms of humiliating and degrading punishment in the school and in different institutions. Prior to the 1994 democratic elections, corporal punishment was frequently used as the only valid method of maintaining discipline in institutions of learning (Oosthuizen, Roux & Van der Walt, 2003: 377). In addition, Egwuonwu (2008: 25) points out that prior to the democratic dispensation in the Republic of South Africa, corporal punishment was an established authoritative approach to discipline learners. 'Spare the rod and spoil the child' was a popular idea

that was forced down the throats of every educator and the child in a bid to make him/her to accept discipline.

Research has shown that corporal punishment does not promote culture of learning and discipline in the classroom (Department of Education, 2000:7). As stipulated by the Department of Education (2000:7), corporal punishment:

- does not build a culture of human rights, tolerance and respect;
- does not stop bad behaviour instead these children are punished over and over again for the same offences;
- does not make children feel responsible for their own actions. They worry about being caught, not about personal responsibilities. This undermines the growth of self-discipline in children;
- some learners brag about being beaten as something to be proud of, as a badge of bravery or success;
- undermines a caring relationship between learners and educators;
- undermines the self-esteem and confidence of children; and
- has been shown to contribute to truancy and high drop-out rates in South African schools.

Corporal punishment, according to Naong (2007:286) and Straus (2000:110), was used frequently in schools as a tool to maintain discipline and to correct indiscipline behaviour. In the wake of new dispensation in South Africa, heralded by the National Education Policy Act, Act 27 of 1996 (RSA 1996), the South African Schools Act, Act 84 of 1996 (RSA 1996), corporal punishment was abolished in schools. In terms of Section 10 of South African Schools Act, Act 84 of 1996 (RSA 1996) corporal punishment is seen as an infringement of learners' rights as such it should be prohibited.

Corporal punishment has a detrimental effect on learners because it instils fear and encourages drop-out. Research has proved that in some instances high absenteeism of learners, in the past, could be attributed to administration of corporal punishment in schools. The excessive use of corporal punishment has also been

associated with depression and stress. Learners who are physically punished are more likely to engage in aggressive and violent behaviour towards their siblings, parents, educators, and peers in schools. Corporal punishment can stop the behaviour immediately but it does not necessarily stop children from doing the same thing in future. It clearly indicates that corporal punishment is not a permanent remedy to indiscipline. Research has proved that corporal punishment at home resulted in fear, resentment and a breakdown of the relationship of trust with the parents and educators. In addition, children who have been humiliated and punished severely are more likely to engage in violence themselves when they grow up or more likely to be physically, emotionally and sexually abused in adult relationships (Le Mottee 2005:3). In essence corporal punishment and humiliation of learners cause physical, emotional and psychological harm to the learners, and impact the learners' self-confidence and self-esteem negatively (Gershoff, 2002:542) South African Government deemed it fit to prohibit corporal punishment in schools because it is punitive, destructive and anti-educational. Schools are rather encouraged to promote positive discipline in schools because it is constructive, corrective and rights-based. Therefore, in order to ensure that corporal punishment and cruel, inhuman or degrading treatment are prohibited, government has appointed officials at the national and provincial Department of Education, to ascertain that schools adhere to the prohibition measures of humiliating learners and use of corporal punishment. This strategy is aimed at improving school attendance; teaching and learning also will improve to a great deal because learners will be at home, free from harm, depression and fear. They will view educators as parents rather that to see educators as monsters.

Non-governmental bodies have also played a dominant role in ensuring that schools become a place of safety and corporal punishment is discontinued. Non-governmental organisations have encouraged positive discipline and support the abolition of corporal punishment and other forms of humiliating and degrading punishment of children throughout Southern Africa. Bodies such as Resources Aimed at the Prevention of Child Abuse and Neglect based in Cape Town, the Wits Education Policy Unit in collaboration with the South African Human Rights Commission and the British Council, guide educators in promoting the use of positive

discipline techniques rather than corporal punishment (Naong, 2007:289). Non-governmental bodies have also published articles on alternative measures to corporal punishment and conducted campaigns and conferences on the effects of corporal punishment and alternative measures to corporal punishment. Corporal punishment in South Africa was prohibited by the legal framework (e.g. Abolition of Corporal Punishment Act, Act of 1997, Child Care Act, Act of 1998 and Children's Bill of 1998).

It is worthwhile in this study to distinguish discipline from punishment, to validate that corporal punishment has done great harm in education:

Figure 2.1: What are the differences between discipline and punishment?

Discipline	Punishment
Emphasises what a child should do.	Emphasises what a child should not do.
Is an ongoing process.	Is a one-time occurrence.
Sets an example to follow.	Insists on obedience.
Helps children change.	Undermines independence.
Is positive.	Is negative.
Accepts child's need to assert self.	Makes children behave.
Fosters child's ability to think.	Thinks for child.
Bolsters self-esteem.	Defeats self-esteem.
Shapes behaviour.	Condemns misbehaviour.

Department of Education (2000:13)

The Department of Education (2000:12) declares that after 1994, apartheid was replaced by a democratic constitution, guaranteeing the rights to dignity, equality,

freedom and security for all the citizens. South Africa has also passed legislation in parliament to outlaw corporal punishment (Department of Education 2000:12).

2.8.1 The Constitution of the Republic of South Africa, Act 108 of 1996

South African schools function under the supreme Constitution of South Africa, Act 108 of 1996, which affords all learners' rights and equal access to public quality education. According to the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996, s43), learners have the right to access free basic education as well as further education. It is expected that at all levels of governance basic quality education should be made progressively available and accessible to all the learners.

In terms of Section 28 the Constitution of the Republic of South Africa Act 108 of 1996, (RSA, 1996, s43), the Bill of Rights introduced a new culture of human rights in society, particularly in schools. The Bill of Rights contains specific protections of individuals against certain behaviours that could threaten a person's dignity and fundamental rights.

Section 12 of the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996, s43) states that all learners have the right to be free from all forms of violence from either the public or private sector, torture and punishment in a cruel or inhuman manner. Section 24 of the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996, s43) provides learners the right to an environment that is not harmful to their health or wellbeing and to have the environment protected for the benefit of the present and future generations.

In terms of Section 28 of the Constitution of Republic of South Africa, Act 108 of 1996   (RSA, 1996, s43), every child has the right to be protected from abuse and maltreatment and not to be detained except as a measure of the last resort. In this instance, the child may be detained for the shortest period of time. The founding values of the Constitution (RSA, 1996, s43) such as dignity and equality, according to Joubert, De Waal and Rossouw (2004:79), are important when instituting learner

discipline in schools. Therefore, SGBs, principals and educators are responsible to manage discipline in schools (Joubert & Squelch, 2005:23). They are also required to implement steps to curb disruptions of effective teaching and learning and where appropriate and to remove such disruptive learners from the school, if necessary.

The Constitution of Republic of South Africa, Act 108 of 1996 (RSA 1996, s43) further imposes constitutional obligations and responsibility on the education system of the country to afford learners the rights and access to quality public education. It further imposes on schools the duty to offer all learners protection against disruptive and treacherous behaviour and to ensure that the learning and teaching environment for all learners is protected and safe at all times.

2.8.2   The National Education Policy Act, Act 27 of 1996

This section states and describes a section of the National Education Policy Act. Act 27 of 1996 which prohibits corporal punishment in South African schools.

The National Education Policy Act, Act 27 of 1996 also stipulates: "no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution".

2.8.3   The South African Schools Act, Act 84 of 1996

This section states and describes sections of SASA, Act 84 of 1996 which prohibits the administration of corporal punishment in schools.

In terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA ,1996), stakeholders in education are given an opportunity to participate in the democratic governance of public schools through elected representatives to constitute SGBs. The elected representatives, known as SGBs, are given legal powers to act as "juristic persons". They bear legal rights and duties to govern schools autonomously.

Section 8 of the South African Schools Act, Act 84 of 1996 (RSA 1996) further stipulates that the School Governing Body is responsible for drafting, adopting and implementing a code of conduct for learners through a democratic consultative processes. The code of conduct for learners, according to Bray (2005:133), Van Wyk (2001: 196), Mabeba and Prinsloo (2000:34) should aim at establishing a disciplined environment that is conducive for effective teaching and learning. It should also focus on positive discipline, self–discipline and inculcate a standard of behaviour that is recognised and accepted by civil society. It is therefore the responsibility of the school to provide each learner with a copy of the code of conduct for learners and assist each learner to adhere to agreed rules in order to maintain effective discipline and promote self-discipline in schools.

In terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA 1996), learners are obliged to comply with the code of conduct for learners. The code of conduct makes provisions for due process of discipline, which includes a fair hearing, before a learner could be suspended by the School Governing Body or expelled by the provincial head of department. The School African Schools Act (RSA 1996) prescribes two kinds of suspension, either as a correctional measure for a period of up to a week or pending a decision from the Head of Department of Education, as to whether the learner is to be expelled or not.

It is clear from the abovementioned Sections of the South African Schools Act, Act 84 of 1996 (RSA 1996) that the SGBs and school principals are expected to play a leading and significant role in establishing and maintaining discipline in schools to guarantee learners' safety and access public quality education. Therefore the responsibility of the school to provide each learner with a copy of code of conduct for learners and assist each learner to adhere to agreed rules in order to maintain sound discipline and promote self-discipline at schools can improve discipline in schools.

2.8.4   The Education Laws Amendment Acts, Acts of 2002, 2005, and 2007

The Education Laws Amendment Acts, Acts 2002, 2005 and 2007, amended Section 8 and Section 9 of the South African Schools Act, Act 84 of 1996 to strengthen

measures and procedures for handling school indiscipline. The Education Laws Amendment Acts, Acts 2002, 2005 and 2007 (RSA, 2002:4) requires SGBs to ensure that learners are accompanied by parents or a guardian during disciplinary proceedings, unless good cause is shown by the School Governing Body for the continuation of the proceedings in the absence of the parent or the person designated by the parent. It means that the accused learners will not appear in front of the tribunal without a parent or guardian as it was the practice before the amendment. Education Laws Amendment Act, Act of 2005 (RSA 2005) also requires the SGBs to suspend a learner, who is alleged to have committed a serious misconduct only after a fair hearing as a correctional measure. It requires the School Governing Body to emphasise correctional disciplinary measures rather than punitive measures.

The Education Laws Amendment Act, Act of 2007 (RSA, 2007:6), further stipulates that the code of conduct for learners should provide for support measures or structures for counselling a learner involved in disciplinary proceedings. The same Education Laws Amendment Act, Act of 2007 (RSA, 2007:4) provides measures to prohibit any dangerous objects and illegal drugs during school activities or on premises.

The Education Laws Amendment Acts, Acts 2002, 2005 and 2007 (RSA, 2002, 2005 and 2007) provide principals and educators with the authority to allow certain instruments, equipment and any other material into the classroom and the school only if those objects are intended for learning and teaching purposes. If a learner is caught carrying any unauthorised objects to school or within school premises, he/she will be charged with misconduct. Prohibition of learners from carrying objects that are classified as dangerous increases the safety of learners and prevents premeditated stabbing and infliction of pain on other learners.

The Education Laws Amendment Acts, Acts 2002, 2005 and 2007 (RSA, 2002, 2005 and 2007) intend to clarify and strengthen the provisions of the South African Schools Act, Act 84 of 1996 (RSA 1996) with regard to ensuring and maintaining effective discipline in schools. The Education Laws Amendment Acts, Acts 2002,

2005 and 2007   (RSA, 2002, 2005 and 2007) further create a safe and conducive environment for a positive culture of learning and teaching in schools.

2.8.5   The International Law and Treaties in South Africa

Section 39 of the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996, s43) mandates South African courts, that in interpreting the Bill of Rights, they should consider international laws, including those that are not binding to the Republic of South Africa.

International treaties and laws put South Africa in a mandatory position in terms of the United Nations and African Union declarations on children's rights. The United Nations Convention on the Rights of the Child (Articles 28 and 29), which South Africa adopted in 1989, and the African Charter on the Rights and Welfare of the Child (ACRWC) (1990) to which South Africa became party in 1996 generally mandate the government at all levels to take steps to ensure that children are safe and are able to obtain a meaningful education at school. The Organization of African Unity's Charter of the Child commits its member countries to the same measures and they should take steps to ensure that a child who is subjected to school or parental discipline shall be treated with humanity, and with respect for the inherent dignity of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years of age often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. Governments of countries that have rectified the Convention are required to report to, and appear before the United Nations Committee on the Rights of the Child periodically to be examined on their progress with regards to the advancement of the implementation of the Convention and the status of child rights in their country.

The Convention on the Rights of the Child (CRC) is an internationally recognized agreement between nations, the establishment of which is a comprehensive set of goals for individual nations to achieve on behalf of their children. In general, the Convention calls for:

- freedom from violence, abuse, hazardous employment, exploitation, abduction or sale;
- adequate nutrition;
- free compulsory primary education;
- adequate health care;
- equal treatment regardless of gender, race or cultural background;
- the right to express opinions and freedom of thought in matters affecting them; and
- safe exposure/access to leisure, play, culture and art.

Recognizing the special vulnerability of children, all of these goals are expressed with respect to a child's age and evolving capacities; the child's best interests are always the paramount concern. The Convention repeatedly emphasizes the importance of the role, authority and responsibility of parents and family; it is neutral on abortion; and is consistent with the principles contained in the Bill of Rights.

The Convention on the Rights of the Child (Articles 28 and 29) affords children an opportunity to enjoy the right to quality education. It also specifies the goals of education, inter alia: the development of the child's personality, talents, mental and physical abilities to their fullest potential, the development of respect for human rights and fundamental freedoms, the development of respect for the child's parent, his or her own cultural identity, language and values, for the national values of the country in which the child is living; and preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, and friendships among all peoples.

The South African education system is obliged to respect and uphold contents of Convention on the Rights of the Child (Articles 28 and 29). This obligation is

transferred to SGBs and school principals in terms of the South African Schools Act, Act 84 of 1996 (RSA, 1996).

South Africa has an inherent, if not unambiguous obligation, to ensure a safe learning environment for learners at school. This obligation forms the foundation for a duty to discipline and imposes an affirmative duty to maintain order in the classroom and around the school premises.

2.8.6   Child Care Act, Act 74 of 1983

Article 19 of the CRC protects Children from all forms of physical and mental violence. It requires states to take "all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child". Furthermore, Article 37(a) provides that "no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons bellow 18 years of age"

Other CRC articles of importance to the protection of children from corporal punishment and other form of humiliating and degrading punishment are:

- Article 3, which states that the best interest of the child shall be a primary consideration in all actions concerning children ;
- Article 6, which requires states to ensure to the maximum extent possible the survival and development of the child;
- Article 28, which requires states to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention, and
- Article 40, which requires that children involved with the juvenile justice system are treated in a manner consistent with the promotion of the child's sense of dignity and worth.

The highest international authority for interpreting and monitoring the CRC, the committee on the Rights of the Child, has interpreted the convention to mean that all forms of corporal punishment of children are in contradiction with the CRC, be it in the family, in schools, or in other institutions.

The Regulations Promulgated under the Child Care Act, Act 74 of 1983 were amended during 1998 to prohibit corporal punishment of children in the residential care system including children's homes, schools and reform schools. The regulations also prohibit foster parents from using physical punishment upon children in their care.

The adoption of the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996, s43), National Education Policy Act, Act 27 of 1996 (RSA, 1996) the South African Schools Act, Act 84 of 1996 (RSA 1996), as well as the Education Laws Amendment Acts, Acts 2002, 2005 and 2007 (RSA 2002, 2005 and 2007) and international laws and treaties, and the South African legislature created an entirely new dispensation applicable to school discipline.

The previous section has explored relevant sections of legal frameworks which prohibit the administration of corporal punishment in the post democratic era environment in South African schools; while the next section will state and describe how discipline should be managed in schools.

2.9   MANAGING DISCIPLINE IN SCHOOLS

Discipline and management are central to effective and efficient schools. Therefore educators are responsible for managing discipline in schools (Blandford, 1998:1). Blandford (1998:37) further states that effective management of discipline does not just happen, but it requires consultation, planning, commitment, and constant review and evaluation. Shared understanding of education management will enable schools to design, implement and review a discipline policy that works within the school and reflects the needs of learners, educators and the community. Therefore the following

measures will be examined because they can assist in reducing serious cases at school:

2.9.1   Reducing disciplinary problems in schools

The factors discussed below are appropriate for reducing disciplinary problems in school:

2.9.1.1 Code of conduct for learners

In South Africa, corporal punishment has been abolished. Section 12 of the Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996 s43) states that everyone has the right not to be treated or punished in a cruel and inhuman manner. The South African Schools Act 84 of 1996 (RSA, 1996) indicates that each school should make sure that the School Governing Body adopts a Code of Conduct that encourages good behaviour among learners. However, not all Codes of Conduct can influence how discipline should be maintained at school.

An important investigation done by Naong (2007:68) focused on educators' morale and their views of discipline after corporal punishment was abolished. In the study, he identified following themes:

- Poor discipline at our school is a serious problem;
- Other methods of discipline besides corporal punishment are not effective in instilling discipline at school;
- I feel like making use of corporal punishment when the learners do not want to behave;
- I fully understand the difference between punishment and discipline;
- I feel happy that corporal punishment has been abolished at our school;
- The poor discipline at our school will make educators leave the profession sooner than expected;
- The performance of my learners has deteriorated since the scrapping of corporal punishment;

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- I am adequately trained to deal with the situation of poor discipline in my classroom;

- My morale has improved since the abolition of corporal punishment; and

- I have my own methods of disciplining learners in my class.

The results of the above-mentioned study indicate the following: in spite the fact that 40% of the educators felt helpless, 66% of them indicated that they made use of their own personal methods of maintaining discipline in their classes. According to Naong (2007:74), it was unfortunately not clear if corporal punishment still formed part of the methods of discipline the educators used even though it was not allowed. It was clear that the methods they used were not working, as indicated by 68% of the participants. About 88% indicated they understood the difference between 'punishment' and 'discipline'. It was also pointed out by 90% of the participants that the situation of poor discipline at school would make them leave the profession. Naong (2007:293) concluded that training educators to address disciplinary problems at school was vital to empower educators and to restore their sense of self-worth.

Aziza (2001:71) indicates that after the abolition of corporal punishment in South Africa, most schools were faced with enormous disciplinary problems. In discovering the intensity of disciplinary problems in schools, the Minister of Education introduced the document entitled Alternatives to Corporal Punishment in 2000. The success of the issue of discipline at school lies in the ability of the School Governing Body to draw up a code of conduct for the school, as well as in the implementation of guidelines and regulations on school discipline, so that transgression can be handled in the same way.

Another research project by Fraser (in: Smith 1999:362) in the provinces of Gauteng, the Free State and KwaZulu-Natal revealed serious cases of learner violence. These incidence included learners burning down classrooms, attacking educators and principals, setting fire to educators' cars and attacking taxi drivers as indicated. In his research, Fraser (1999:362) sees the causes of violence by learners as stemming from the social conditions in which the learners were living. These included poor

living and sanitary conditions, poor school facilities, the unemployment of parents, low income, and isolation from significant others. It is clear that discipline in schools in South Africa will continue to be a serious challenge because the government did not formulate a clear measure which can be utilised to maintain sound discipline. Detention, expulsion and manual work given to a learner who has transgressed school rules, are seriously viewed as actions which undermine the dignity and rights of the learner. Hence this thesis intends to address this challenge.

Since 1994, schools have functioned within a democratic environment (Department of Education, 2000:3). Parents, learners, educators and School Management Teams are actively involved in the management and governance of schools. Members of school community have roles and responsibilities. The most important task assigned to School Management Teams and Governing Bodies is to create a conducive environment for effective teaching and learning. This objective can be realised when roles and responsibilities of the SGBs are executed accordingly.

Figure 2.2 Roles and Responsibilities of Members of the School Community

The SGB mobilises opportunities to build a strong and effective school

- Adopts school constitution
- Develops school mission statement
- Adopts a code of conduct
- Makes clear corporal punishment is illegal

SMT supports the initiative of SGB

- Engages in formulation of codes of conduct
- Planning, teaching, learning and assessment
- Monitors use of co-operative discipline

Co-operative Discipline

RCL fulfils a role of liaison amongst peer-learners

- Engages in formulation of codes of conduct
- Sells it to peer-learners
- Culture of learning and teaching

Community supports the school initiatives

- Buy-in by parents, learners and community on agreed codes of conduct
- Agreement of Constitutional principles
- Agreement on Code of Conduct for school

Source: Department of Education (2000:17)

In terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA, 1996) a School Governing Body of an ordinary public school should draft and adopt a code of conduct for learners that will be used to maintain discipline in the school (Roos, 2003:510).

Bray (2005:134-135), states that the learners' code of conduct is a legal document that should be drafted within the broader legal framework provided by the South African Schools Act, Act 84 of 1996 (RSA, 1996). It allows the school community to define its own needs; to design a disciplinary code that learners, educators and parents own; and give effect to the constitutional values, democratic principles and a human rights culture in the school situation.

The School Governing Body is responsible for drawing up the learners' code of conduct after an open and democratic process of consultation and negotiation with educators, learners and parents. The drafting and final adoption of the learners' code of conduct through democratic process will make all the members of the school community to own it (Bray, 2005:35).

This participatory process is a prime example of a democratic and transparent process required by the Constitution of the Republic of South Africa (South Africa, 1996, s43). The School Governing Body is not compelled to accept all the recommendations. It will obviously adopt the learners' code of conduct that is acceptable to all stakeholders and is in the best interests of the school and all its learners (Bray, 2005:134).

The learners' code of conduct is an ordinary public legal school document and should be clear and unambiguous to all stakeholders. Bray (2005:134) posits that learners have to abide by the code of conduct which should be sent to the education authorities where learners, educators and parents should recognise it, it should be pinned on the notice boards and its contents should be discussed; and explained to all the learners. This practice supports the constitutional requirements of transparency and openness.

2.9.1.2 The role of learners

George, Patmore and McIntyre (in: Egwuonwu 2008:37) state that learners should be consulted in their own affairs because research has shown that they will then be willing to conform to decisions that are made in that regard. Previous studies (in: Egwuonwu 2008:37) have indicated that learners are certainly "interested persons" in participating in decisions that affect them. That is the reason they are to be consulted by the School Governing Body when a code of conduct is developed.

Stevens, Wyngaard and van Niekerk (2001:150-151) indicate that learner participation, promotes responsible learner development and maturity, enabling them to be part of the solution rather than of the problem. Learners should be actively involved in decision making that concerns their own safety and school safety and should be encouraged to become involved in the planning and management of learner events and programmes, if applicable.

Watz (in: Egwuonwu, 2008:37) investigated students' leadership and democratic schools and indicates that learner involvement has positive implications for school discipline. The investigation further reveals that there is less likelihood that school rules will be broken if learners have an input in the development of the code of conduct after an open and democratic process of consultation and negotiation with educators, learners and parents. Similarly, Squelch (in: Lekalakala, 2007:27) mentions that a code of conduct should be based on the shared values and beliefs of the educators, the parents, governors, and learners. They should all reach an agreement of what they view as appropriate behaviour for the school. In the same way, Lekalakala (2007:26) indicates that an open discussion regarding the school's code of conduct with the educators, the parents and the learners will help to bring about a better understanding of their perceptions and problems with discipline in the school. This discussion process is reflexive in nature and a prime example of democracy-in-action: a democratic, transparent, and responsible process as illustrated in the Constitution (RSA, 1996 s43).

The code of conduct should be reviewed and revised on an ongoing basis, because it is not a static document (Lekalakala, 2007:28). Thus, it is important that all the stakeholders in the community should be made aware that as new disciplinary issues, rules, regulations and procedures arise, they should be communicated to the school and be included in the code of conduct. Implementing the code of conduct should inform the learners of the way they ought to conduct themselves. This code will enable learners, parents and educators to know what will the consequences of inappropriate behaviour or misconduct be.

The rights of the learner are to feature prominently in the code of conduct. These rights include, among others the following, the right to be treated fairly and responsibly, to be taught in a safe and disciplined school environment and to be treated with respect (Department of Education, 2000:21). The code of conduct also has to outline the rules, regulations, and provisions which learners are supposed to comply with. All these measures are meant to ensure that learners are treated fairly and not to be punished for offences they did not commit (Lekalakala, 2007:29).

Sometimes the rights of individual learners can be superseded by the rights of the majority of learners (Bray, 2005:135). For instance, a learner who has committed an offence like stealing another's property may be subjected to a disciplinary hearing where he or she may be punished with suspension. Then his or her right to attend school and to receive education will be limited or restricted by the suspension. Bray (2005:135-136) insists that the suspension is meted out in the interests of the school and the other learners who are entitled to receive their education in a safe, uninterrupted school environment. That requires a proper administrative action which involves the enforcement of authority and the risk of infringement of rights. This has to be conducted in a legally sound manner because the constitution and legislation requires that from the administrators in authority.

Bray (2005:136), posits that the rule of natural justice (that is, justice should be done and should be seen to be done) has developed into two rules: *audi alteram partem* (to hear the other side) and *nemo iudex in sua propria causa* (no one should be a judged in his own case – the rule against bias, particularly prejudice). These two

rules form part of the right to administrative action in Section 33 of the Bill of Rights. In Bray's (2005:136) view, it is very important for administrators to acquaint themselves with these rules in order to make sure that a decision taken in any case can meet all the requirements of a lawful, reasonable and procedurally fair administrative action. If an action is not fair, learners can appeal.

2.9.1.3 The role of the School Governing Body

Lekalakala (2007:31) indicates that it is important for learners, parents and educators to know the consequences of inappropriate behaviour or misconduct. It is the function of the School Governing Body to set out in the code of conduct, sanctions or punishment for transgressing rules. The School Governing Body should play an important role in the establishment and maintenance of sound discipline (Joubert & Bray, 2007:80). All relevant parties, such as parents, need to be informed of learners' misconduct.

Van Wyk (in: Lekalakala, 2007:30&31) states that legislation has made it possible for SGBs to become actively involved in assisting the professional management teams of schools to handle cases of discipline. The SGBs are therefore involved in transgressions of the school's code of conduct, meaning that learners who regularly transgress school rules are referred to them for a disciplinary hearing.

Blackman and Prinsloo (2009) suggest that disciplinary proceedings should comply with the following requirements:

- the existence of a valid reason of disciplining a learner (e.g. transgression of the Code of Conduct, or any other legislation);
- to be given adequate notice of the hearing;
- to have access to support, protection and representation in line with the learners' legal status, where necessary;
- to ensure sufficient proof of the misconduct, and that the evidence is valid; and

- to ensure an impartial decision. The person responsible for the preliminary investigation (the principal or senior staff member) should not be involved in any decision regarding the incident.

2.9.2 Ensuring safety at the school

A safe school environment is conducive for effective teaching and learning, therefore it is necessary that principals, educators and the School Governing Body create and sustain a safe and disciplined school environment (Squelch, 2000:1). Creating a safe environment in schools has become one of the priorities in the Department of Education. Discipline at the school is aimed at the creation of a safe and happy learning environment in the school. Therefore, school rules should condemn carrying of dangerous weapons and ammunition in schools. Discipline at the school create a conducive environment for effective teaching and learning and ensure the safety of the staff and learners (Joubert, De Waal & Rossouw, 2005:208). Gaustad (1991:17) also concurs that the safety of learners and staff should come first. Hill and Hill (1994:16) assert that in an environment where an educator is unable to maintain order and discipline, learners may become unmotivated and stressed and the climate for learning is diminished, leading to under achievement.

2.9.3 Classroom management

A classroom is a place or environment where quality teaching and learning should take place. Educators are expected to ensure order and safety of all the learners in the classroom and to effectively manage it. They can ensure safety of all the learners by being proactive; by not waiting for indiscipline (Leaman, 2005:23) and develop classroom rules to avoid indiscipline (Porter, 2004:25). Thus, effective education and management should be well planned by all the educators and the school management team (Oosthuizen, 2010:4). Planning should consist of classroom rules, positive recognition and consequences that result when learners do not obey or follow the classroom rules. Kupchick (2010:203) suggests that learner misbehaviour can be reduced by improving classroom management skills of all the educators through workshops, seminars, benchmarking and networking. Kupchick

(2010:203) further states that better classroom management would mean that cases of misbehaviour can be stopped before they escalate to where an educator refers a child to the disciplinary committee.

Olley, Cohn and Cowan (2010:7) highlight some of the most important factors that contribute to positive classroom behaviour:

Be prepared instructionally

- spend time before the school year begins arranging the physical space of the classroom to best use;
- clearly establish what is expected of learners, including that they are expected to follow instructions and meet expectation;
- make sure that materials are ready
- prepare thoroughly before the lessons;
- organise learners' time; and
- know and understanding all the learners.

Establish behavioural expectations

- establish rules and procedures and enforce them consistently and systematically;
- align consequences with the classroom expectations;
- encourage desire behaviours; and
- give immediate feedback regarding the meeting of expectations.

Monitor learners' work regularly

- give positive feedback regularly for academic performance and for behavioural compliance by celebrating success and accomplishment;
- handle disruptions quickly when they occur while continuing to manage the rest of the classroom and lesson;

- respond to misbehaviour promptly but not punitively;

- minimise waste time, confusion and disruption; and

- spend at least 70% of class time on academic engagement either independent work or in small groups.

2.9.4   Parental involvement

Discipline in schools should be the responsibility of everyone (all stakeholders) and not only the educators (Ndamani, 2008:182). It should be a priority for schools to involve parents as much as possible in the education of their children (Ashkenazi, 2002:17). Patrikakou, Wissberg and Walberg (2005:133) suggest that every parent should sign a contract or agreement with the school, to ensure parental support. It required that schools should develop with parents a written plan that includes shared responsibility for high performance and make the plan available to parents of participating children to assist schools to maintain good discipline. Apart from that, schools are supposed to convene a parents' meeting annually to inform them of the school's plan.

In South Africa, it is clear that parents to a great extent hold the key to the establishment and upholding of school discipline (Joubert, De Waal & Rossouw, 2004:85). Therefore, as an important partner, the parent should set the principles in the upbringing of the child (Ashkenazi, 2002:17). The research also shows that learners who come from poorly disciplined families cause the most problems at schools. Parents need to take responsibility of their children's conduct (Le Roux, 2005:7).

Section 8 of the South African Schools Act, Act 84 of 1996 (RSA, 1996) provides formal power to parents. It creates the expectation for parents to be meaningful partners in school governance (Singh, Mbokodi & Matsila, 2004:301). Parents need to be empowered to be fully and actively involved in the education of their children. Singh, Mbokodi and Matsila (2004:306) outline the framework which could be used in schools to enhance black parental participation in education. The framework is

divided into five stages and these stages are essential in the empowered of parents, namely:

Stage 1: Convening level

- demystify leadership for external stakeholders and partners in education;
- explain the importance of parental involvement in education;
- make parents aware that they can enhance quality in schools;
- discuss transformation in education with them;
- create opportunities for parents to become partners in education; and
- Allow them to voice out what they want education to embrace.

Stage 2: Clarification level

- clarify the role of parents in education;
- make parents aware of their role in contributing towards change in education;
- jointly draw up the vision and mission of the school;
- agree on aims and objectives;
- agree on strategic plans to attain aims and objectives;
- inform parents about curriculum matters and develop their knowledge accordingly; and
- clarify differential roles for parents with varying educational backgrounds.

Stage 3: Commitment level

- educators and parents should have the will to work together;
- plan jointly;
- improve relationships;
- reduce stress and anxiety;
- create a conducive climate for consensual decision making; and
- apply a collegial approach on policy issues.

Stage 4: Attainment level

- co-ordinate and control activities;

- jointly deliberate on educational issues;
- assume joint responsibility for resource utilisation; and
- Adopt a transparent approach in policy implementation.

Stage 5: Evaluation level
- jointly evaluate educational outcomes;
- provide feedback on cost-effectiveness;
- correct faulty communication channels; and
- modify current plans and consider alternative goals if necessary.

2.10 FACTORS CONTRIBUTING TOWARDS THE POOR IMPLEMENTATION OF CODE OF CONDUCT FOR LEARNERS

This section explains why the code of conduct for learners is not adequately implemented in many schools.

Bray (2005:134) indicates that the School Governing Body's functions are set out in Section 20 of the South Africa School Act, (RSA, 1996). Bray (2000:134) further maintains that in order to govern efficiently and effectively, the School Governing Body has to be able to design the rules for good governance of the school. In addition, the School Governing Body should also have the capacity and the will to implement these rules in the school situation. Finally, the School Governing Body should be able to enforce the rules by means of specific disciplinary measures provided for the code of conduct and in cases of learner misconduct. If the School Governing Body is not efficient in any of the above, disciplinary problems will be experienced.

Van Wyk (in: Lekalakala, 2007:36), indicates that the problems with the implementation of the code of conduct are compounded by the fact that the SGBs are not fully equipped to deal with misconduct in schools. Often members of the School Governing Body lack the experience in the drawing–up of a code of conduct, as some members are illiterate or semi-literate.

Another problem related to the implementation of the code of conduct is the training of the School Governing Body members, which should be provided by the Provincial Department of Education, but often does not take place due to a lack of funds. The poor training, if any, they receive, creates a lack of proper insight into the code of conduct and the inability to distinguish between major and minor transgressions of learners. The end-results may be inadequate involvement of the School Governing Body in the implementation of the code of conduct in schools and thus a failure to address poor learner behaviour.

Dockling and Fulton (in: Lekalakala, 2007:36) stress that the end-result of the inadequate involvement of the SGBs may encourage the teacher component to dominate the decisions made by the group association. This encourages the rest of the members of the School Governing Body, especially the parents and the learners, to rubber stamp every decision made by the educators.

The School Governing Body is established by law and may only be dissolved under prescribed circumstances. It acts on behalf of the school, which is an organ of the state and may thus be viewed as the state's functionary and not as that of the school and the school community. The School Governing Body may therefore be viewed negatively by other stakeholders in the community (such as parents) (Davies in: Lekalakala, 2007:37).

The previous section established valid reasons why in many instances the code of conduct does not bear fruit in dealing with ill discipline at school level and suggests reasons why SGBs do not perform particularly in the formulation and implementation of the code of conduct for learners. The following section outlines measures and procedures of handling misconduct

2.11   MEASURES AND PROCEDURE OF HANDLING MISCONDUCT

This section brings into perspective prescribed disciplinary measures and procedures that should be instituted when handling cases of misconduct. It has been indicated earlier that the purpose of school discipline is to create a safe and secure,

protective, and positive teaching and learning environment since corporal punishment has been abolished. Nevertheless, learners sometimes misbehave and allegations of misconduct are levelled against such learners. Proper measures and procedures should be observed to ensure fair and just disciplinary steps.

2.11.1 Instituting formal disciplinary hearing

Formal disciplinary hearings should be instituted in accordance with prescribed procedures which are based in the relevant legal framework. The learners' right to a fair and reasonable hearing is endorsed in Section 33 of the Constitution of the Republic of South Africa (RSA, 1996, s43). The principles of fairness and reasonableness do not apply only to the process to be followed, but also the way in which arguments should be presented. The Department of Education (2001:20-27) states the following prescribed procedure and guidelines for a formal disciplinary hearing.

2.11.2 Investigating alleged learner misconduct

Allegations of serious misconduct against a particular learner should be presented to the principal in writing for consideration. After careful consideration of the written statement, the principal should communicate the alleged misconduct brought against the learner to the School Governing Body and inform both the learner and his/her parents of the alleged misconduct. The principle that a person is innocent until proven guilty should be maintained throughout investigation. The alleged offender should be given the opportunity to request the support of his/her parents when making a statement which could be self-incriminating (Department of Education, 2001:27).

2.11.3 Issuing notice of the formal hearing

The accused learner and his/her parents should be given proper notice of the charges and formal hearing. A notice about the charges and formal hearing should be delivered in writing to the parents and the learner at least five (5) working days

before the actual formal hearing. The notice should include information about the alleged offence, as well as information about time, place and date of the formal hearing. The principal should also warn the learner and his/her parents that the hearing could result in the learner's expulsion or suspension from the school if found guilty of the offence (Department of Education, 2001:27).

2.11.4   Instituting a disciplinary committee

A disciplinary committee consisting of at least three members from the governing body or community members should be instituted to act as an impartial tribunal in the formal hearing of the charges brought against the learner. The tribunal should follow the due process in conducting the hearing. They should listen to both parties, maintain information into consideration, make a reasonable decision based on facts and not depend on hearsay. The decisions made by the tribunal should be made in good faith and without prejudice (Department of Education, 2001:27).

2.11.5   Conduct during the hearing

The chairperson should determine whether the learner and his /her parents received the written charge, read and understood it. The learner should also be given opportunities for questions and the clearing up of anything that is unclear. The parents and the learner should be offered access to information in the possession of the school, which could be used in the defence of the learner. Copies of the statements of affidavits should be given to them. The seriousness of the charge and the possible punishment that can be given should be explained to the learner and his/her parents. They should also be made to understand that all evidence can be tested through cross-examination (Department of Education 2001:27)

2.11.6   Disciplinary hearing or tribunal

The person who handled the investigation of the allegation of serious misconduct should act as the prosecutor, and read the charge aloud for record purposes. The

Chairperson should still ask questions to obtain information in support of the plea. Should the learner plead not guilty, the following steps should be followed:

- The prosecutor should present the evidence from statements given by the witness and gives them the opportunity to confirm their statements.
- Where the accused is not satisfied, the prosecutor has the right to cross-examine the learner, or any other witness for the defence.
- The chairperson and any other member of the disciplinary committee have, in the interest of justice, the right to question any witness in order to get more clarity about the evidence given (Department of Education, 2001: 27).

2.11.7 Findings of evidence

It is important to keep in mind that on behalf of the disciplinary committee, the chairperson should provide reasons for the findings. These reasons should be reasonable, fair and be based on relevant information. The accused learner and his/her parents have the right to make statements in mitigation, in other words, to give explanations for what has occurred and to ask the tribunal members to be lenient in their decision. The minutes of the hearing and the findings should immediately be sent to the office of the Head of Department or his/her representatives. A copy of the minutes should also be filed at the school. The parents and the learner should be informed in writing about the outcome of the hearing. In the case where the committee has recommended the expulsion of learner, approval and endorsement of the verdict of expulsion of the learner should be received from the Head of Department (Department of Education, 2001:27).

2.11.8 Appealing the verdict

If found of serious misconduct after a fair hearing, the learner or his/her parents may appeal against expulsion to the provincial Minister of Education (MEC). If the learner is expelled, the Head of Department (HOD) should find an alternative school for him/her (Department of Education, 2001:27).

It is imperative for SGBs and school principals to understand and ensure proper formulation and adoption of learners' code of conduct. A code of conduct for learners will assist, to ensure and provide stakeholders, in particular, parents and learners, with measures and procedures to be taken during a formal hearing proceedings or when the learner is accused of misconduct.

Disciplinary procedures have been clearly outlined. The following section provides an international perspective on school discipline.

2.12   INTERNATIONAL PERSPECTIVE ON SCHOOL DISCIPLINE

This section describes school discipline in United Kingdom (UK), China and Mexico to enable the researcher to make valid conclusions of this study. Today schools globally are facing challenges of ill discipline (poor behaviour). The challenges have sparked an international debate on school discipline as educators, school boards (SGBs), administrators, states and parents search for ways to strengthen school systems at all levels, more effectively respond to the rapidly changing world around them, and better educate their children.

2.12.1   School discipline in the UK

This section examines the nature and standard of behaviour of learners in UK schools, corporal punishment and strategies to discipline.

In the UK the evidence that the Eton Commission received from the major professional associations representing the educators, revealed that their members saw the behaviour problems of their learners as a serious problem in schools (Department of Education and Science and the Welsh Office, 1999:57). In a survey of teacher's perceptions on school discipline, the Commission found that one in six secondary and one in ten primary educators thought that the disciplinary problems in their schools were serious (Department of Education and Science and the Welsh Office, 1999:62). In a recent survey in the UK it was established that 50% of primary

educators and 50% of secondary educators spend extraordinary amounts of time controlling learners.

2.12.1.1 The nature and standard of behaviour in UK schools

According to Atzaba-Poria, Pike and Deater-Deckard (2004:18), Green, McGinnity, Meltzer, Ford and Goodman, (2005:35) and McEvoy and Welker (2000:74) parenting styles, parental background, family characteristics and circumstances (including social disadvantages) emotional disorder, school climate and teacher classroom management, have a negative impact on the behaviour of learners at the school. These factors influence the behaviour at school. Green, Collingwood and Ross (2010:24) state that discipline is a challenge in UK schools. Bullying is rife in most schools in UK (Green, Colling, Wood & Ross, 2010:24). Mynard and Joseph (2000:48) identified the main types of bullying:-

- physical violence and physical threats;
- verbal or written abuse;
- social manipulation; and
- attacks on property.

There has been an increasing awareness of racist bullying in UK schools. A survey conducted by Elsea and Mukhtar (2000:35) reflect that 243 children aged 12-15 years from ethnic minorities found that 57% of boys and 43% of girls had been bullied. Children with special educational needs, especially learning difficulties, are also more likely to be subjected to bullying in UK schools. A recent study found that 83% of learners with moderate learning difficulties had been bullied, of whom 49% reported that this was related to their learning difficulties (Norwich & Kelly, 2002). Another study found that 36% of learners with specific language impairments consider themselves at risk of being bullied compared with 12% of participants without these impairment (Knox & Conti-Ramsden, 2000). Bullying in the UK school poses a serious threat to the school safety for both educators and learners. Discipline becomes a challenge as a result of bullying.

According to Green, Collingwood and Ross (2010:78) some schools in UK experience serious indiscipline, besides, bullying, for example:

- chewing gum in class;
- high rate of absenteeism;
- smoking in the school buildings;
- swearing at or insulting a teacher;
- not doing homework;
- cheating in exams;
- shouting and making noise during lessons;
- running in the corridors;
- writing on walls, desks and other school property;
- stealing from other pupils pockets or bags;
- calling a teacher or another pupil bad names;
- carrying a dangerous weapon (gun, knife and penknife);
- hitting other pupils;
- leaving the classroom without permission;
- kissing boys/girls during the lesson or in the corridor;
- Wearing unsuitable clothes for school.

2.12.1.2 Corporal punishment in UK schools

This section describes corporal punishment in UK schools as a tool to maintain discipline. Corporal punishment is abolished in UK schools, as it is an international phenomenon which is viewed as breaching the fundamental rights to protection from all forms of violence and the respect of children's dignity. Corporal punishment violates children's right to education.

The obligation to ensure that prohibition of corporal punishment, is enshrined in law was confirmed by Article 28 (2) of the convention on the Rights of the Child (2009) which states that the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, should be realised, subsequent to that

Article 29(1) of the Convention emphasises that "the aim of education is also to realise the child's right to education and to ensure that there is no corporal punishment in schools.

2.12.1.3 Strategies to school discipline in UK

This section will describe alternative strategies used in UK schools to maintain discipline. Disciplinary measures are applied when a child has transgressed one of the school rules. Sanction will be applied based on the nature or the gravity of the offence. McEnvoy and Welker (2000:138) suggest the following strategies practised in UK schools:

- **Exclusion**

Exclusion is when a learner is excluded from the school and cannot come back. The learner has to find a new school or a different method of education (home tutor, special centre for difficult learners). This section is applied in offences like carrying firearms and taking drug into the school.

- **Suspension**

Suspension is when a learner is not allowed to enter the school buildings until the school has a meeting about their cases. Suspension can last from 1 – 45 days in a school term. The school usually gives work to do at home with a tutor (Special educator). It is normally applied to offences like bullying.

- **Detention**

Detention is when a pupil is detained or asked to stay at school at the end of the school day. The pupil should work for 30 minutes or hour more before they are allowed to leave the school. Learners who do not homework are detained after school to do homework.

- **Lines**

Lines are when a learner has to write a sentence many times (100 times) on a sheet of paper. An example sentence: "I should not shout in class". This punishment is sometimes given during detention to learners who play in class or fail to give a correct answer.

- **School rules and code of conduct for learners in UK**

School rules in UK

Steer (2006) suggest that development and proper implementation of school rules is one way of maintain discipline in UK schools. Every school in the UK should have a code of conduct. School rules comprise a written document with guidelines for good behaviour and school rules to make sure learners behave well. For example:

Learner code of conduct:
1.   Get to school on time.
2.   Move about the school quietly.

School rules:
1.   Everyone should walk in the school corridors.
2.   Learners are not allowed to leave the school without a written consent letter from a parent.

Schools in UK have developed Code of Conduct which all learners are expected to adhere to. Francesca (2009:40) further emphasise that the Code of Conduct for learners should:

- make clear to learners, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- ensure that bullying, harassment and oppressive behaviour is punished; and

- use the Anti-Bullying Charter for Action to involve pupils in creating systems to support each other.

Staff development and support

Another strategy of dealing with disciplinary challenges is staff development and support. All staff members in schools are equipped with the necessary skills to understand and manage pupil behaviour effectively. Training and coaching are both elements of a high quality professional development programme.

Steer (2009:141) suggests that to ensure training and coaching take place, all school should:

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- monitor the effectiveness of the behaviour management techniques used by the school performance management system;
- ensure funds are allocated within training budgets to enable support staff to be involved in training programmes with teachers using a variety of expertise including speciality;
- ensure that all staff joining the school receives induction training.
- create opportunities for staff to learn from the expertise of those with a particular responsibility for pupils whose behaviour is challenging; and
- develop the specialist skills of staff who have particular

Steer (2006) indicates that pastoral support system can have an impact of behaviour of learners in UK and suggests that all schools:

- recognise that a good pastoral system involves teachers and support staff;
- ensure that the staff allocated with pastoral responsibilities:

  - have appropriate time to carry out their task;
  - are appropriately trained;

-       have adequate administration support; and

-       have access to specialist support such as the Educational
        Psychologist, Educational Welfare Officers and Child and Adolescent
        Mental Health Services and Speech and Language Specialists.

2.12.2 School discipline in China

This section analyses discipline, corporal punishment and strategies to manage discipline in schools in China.

Misbehaviour in schools is a global challenge and a tough and unavoidable task for the educators; it takes up educator's valuable time to deal with it. Dealing with learner misbehaviour in the classroom takes up a considerable proportion of teaching time, which in turn affects the teaching and learning (Long, 2000). Robertson (1996) suggests that in order to solve a problem, the root of the problem is the key to the solution. The implication is that it is imperative to find out   why learners misbehave and afterwards, use appropriate strategies to resolve a problem. After exploring the reasons for the problem, it is not difficult to find the ways an educator might cope more effectively.

Discipline in Chinese schools is strictly the responsibility of schools. Chinese parents are not involved with their children's education and functions of the school and families are completely separated (Gu, 2008:575). Chinese parents believe that the only place for education is the school and the only people who can educate and discipline their children are the teachers (Gu, 2008:575). The assumption here is that educational professionals know it all and theirs is to give passive support to the educative progress (Li, Chen & Sun, 2002:9). This special role which is accorded to educators within the filial piety system has earned them high status in Chinese society (Vong, 2008:155). The educators, besides being highly respected for their knowledge and expertise (which is a different perception in South Africa) in teaching, are also regarded as role models (Vong, 2008:155). Thus, Chinese teachers are regarded as authority figures. It is by that token that Chinese parents acknowledge this interdependent relationship between educators and learners and believe that

education can only take place in schools under the guidance of teachers as alluded to earlier (Gu, 2008:575). Similarly, within the non -involvement phenomena, parents also believe that for teachers to be able teach their children, they should be strict and authoritarian (Vong, 2008:155).

To describe school discipline in the Republic of China, the following diagram will be referred to:

Percentage of students who reported that the teacher 'never' or 'hardly' or in some lessons has 'to wait a long time for students to quieten down'.

Figure 2.3: OECD, PISA Technical Report (2009:93) Percentage students in PISA 2009

Japan
Shangai China
Hong Kong China
Romania
Korea
Azerbaijan
Thailand
Albania
Russia
Peru
Lithuanian
Colombia
Montenegro
Portugal
Indonesia
Latvia
Belgium
Qatar
Tunisia
Finland
Greece
Argentina

50%   60%   70%   80%   90%

100%
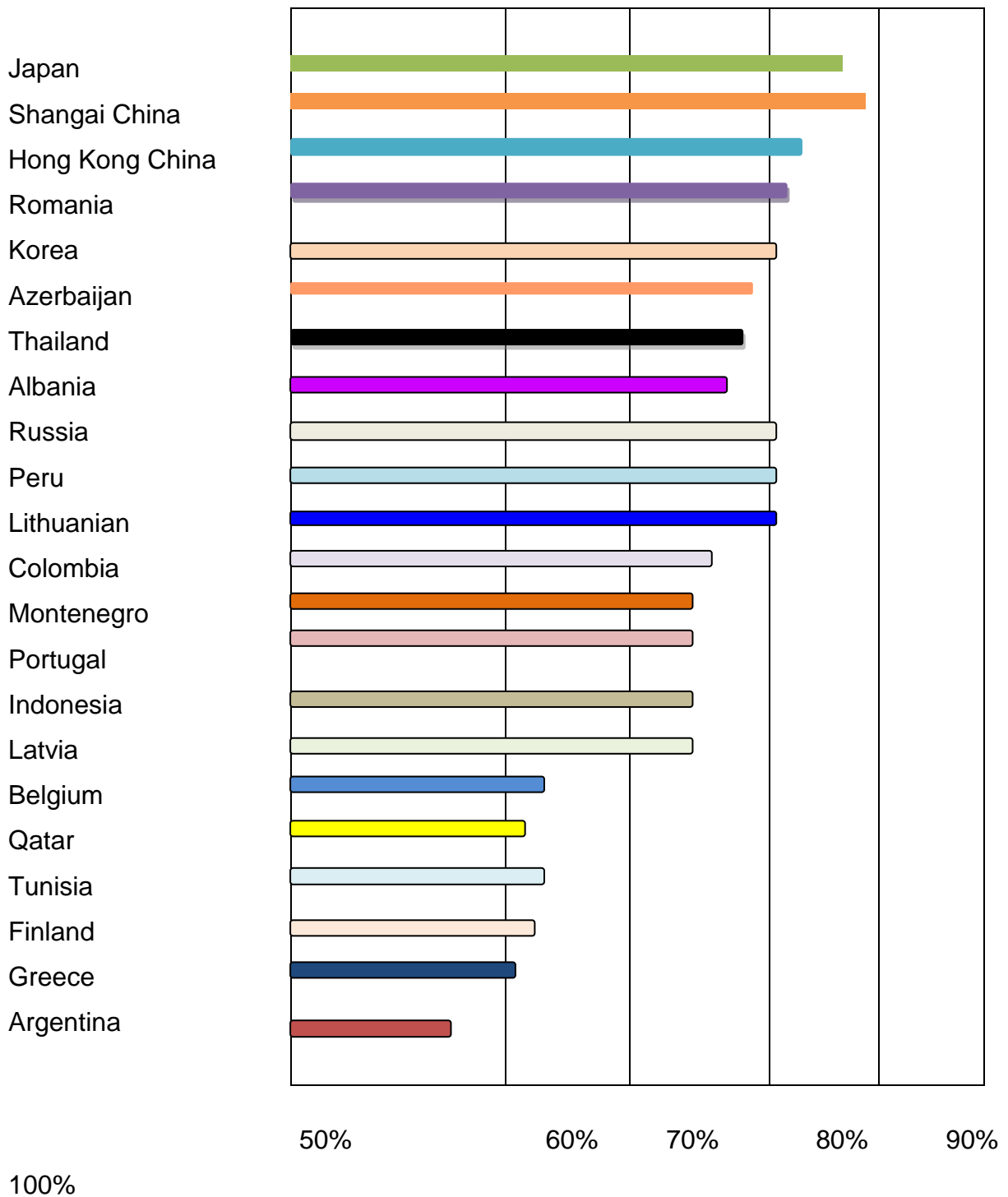
2.12.2.1 Discipline in Chinese Schools

This section will explain discipline in schools in China.

China is a member of Organisation for Economic Co-operation and Development (OECD) which yearly participates in the Programme for International Students Assessment (PISA) in reading, Maths and Science. Francesca (2009:30) states that learners who reported that there are few disciplinary problems in their classes, perform better in Programme for International Students Assessment (PISA). China is in the top ten in terms of 2009 Organisation for Economic Co-operation and Development (OECD) Programme for International Students Assessment (PISA) survey, as compared to those countries which experience lack of discipline in classes which disrupts learning. Between 2000 and 2009 classroom discipline improved in many countries that participated in PISA and the majority of learners in the Organisation for Economic Co-operation and Development (OECD) countries enjoyed orderly lessons. Generally countries where discipline in the classroom improved between 2000 and 2009 are also those students reported to have better relations with their teacher (Francesca, 2009:63).

Programme for International Students Assessment (PISA) Technical Report (2012:35) states that on average across Organisation for Economic Co-operation and Development (OECD) countries, the percentages of students who reported that their teachers do not have to wait a long time for them to be quiet increased by 6% up to 73% from 67% in 2000. In no country did the percentage of student who reported favourable conditions in this regard decrease. Programme for International Students Assessment (PISA) Technical Report (2012) further explains that improved countries include Hong Kong China, Germany, Spain and Italy. According to the Chief Inspector's Annual Report, (in China) the majority of learners enjoy school, work hand and behave very well in the classroom (PISA, 2009:69).

2.12.2.2 Corporal punishment in China's schools, as a strategy to maintain discipline

China has joined many countries in banning corporal punishment in the schools. China acknowledges that corporal punishment is inhuman and disrespectful to human dignity. It also breaches their rights to respect and human integrity. Corporal punishment in China is prohibited in schools, under article 16 of the compulsory

Education Law of 1986, article 37 of the Teachers' Law of 1994, article 36 of the Law on the Prevention of Juvenile Delinquency of 1999 and articles 21 and 63 of the Law on the Protection of Minors of 2006. Corporal punishment in China is explicitly prohibited in Regulations of 1971 (amended 1991). Educators were therefore forbidden to administer corporal punishment in Chinese schools because it was regarded as an inhuman practise.

2.12.2.3 Strategies to manage school discipline in China

This section describes strategies used in China, to manage school discipline.

Classroom discipline management involves teachers encouraging positive social interactions as well as active managing learning and self-motivation (Marzano, Marzano & Pickering, 2003:363). Burden and Byrd (2002) point that teachers are supposed to shape a positive learning environment in which learners are actively engaged in the individual learning process and classroom management. Discipline management strategies play a critical role in building a positive educator and learner relationship (Wang, Haertel & Walberg, 1993). Danforth and Boyle (2007) assert that discipline management strategies are a set of interactions that assist teachers to influence learners' behaviour and teach them to act in a positive way in class.

Tauber (2007:84) identifies the following strategies which are utilised to manage discipline in schools in China:

- reward or recognition of good behaviour;
- involvement in decision-making in matters which affect the students;
- hinting;
- discussion between educators and learners to resolve differences.

2.12.3 School discipline in Mexico

This section analyses disciplinary challenges in Mexican schools, corporal punishment and strategies to deal with indiscipline in schools.

2.12.3.1 Disciplinary challenges in Mexican schools

This section describes disciplinary challenges faced Mexican schools.

Mexico is not an exception with regards to disciplinary challenges in schools in the world. Globally schools are faced with serious disciplinary challenges hence the maintenance of sound discipline is crucial (Potter, 1999:30). Indiscipline in schools is also characterised by violence (bullying) and the sale and consumption of drugs (Haynie Nasel, Eitel, Crump, Saylor, Yu, Morton & Bullies, 2001:34).

Gonzalez Cuevas (1997:40) describes daily life in certain upper-secondary schools in Mexico as follows:

- Vandalism of school buildings and furniture
- Broken doors, broken chairs, twisted ventilators, walls that have been covered with graffiti.

According to Ruiz Manjarrez, (1997:41) it is not unusual to see a pupil scribbling on walls or blackboards, throwing chairs from the second floor of the school building or releasing a smoke bomb, making it impossible for anyone to remain in the classroom. At times a learner wedges the classroom door shut to prevent a lesson or examination from being held.

- **Fighting among students**

Ruiz Manjarrez (1997:44) explains that the incidence of fighting and bullying in Mexican secondary schools is very high. Some students organize themselves in gangs and carry sticks, iron bars, chains and even guns at schools (Ruiz Manjarrez (1997:44).

- **Attacks on teachers**

Ruiz Manjarrez (1997:45) points out that the third type of violence in Mexican schools, is between students and teachers, the student being attackers and the teachers the victims. In some instances educators are admitted in hospitals as a result of injuries caused by students.

Guevara Niebla (2001:5) further states other disciplinary challenges in Mexican schools as follows:

- breaking into school (stealing goods)
- late arrival
- failure to attend lessons
- refusal to observe school rules
- rebellious attitudes
- use of alcohol in school premises
- use of vulgar language
- making noise in class while the teacher is offering a lesson.

2.12.3.2 Strategies to address indiscipline in Mexican schools

This section states disciplinary strategies applied in Mexican schools to improve behaviour patterns of students.

Challenges of indiscipline in Mexican schools, particularly smoking, using of drugs and violence at schools need connection or corporation between the home (parents) and the school (teachers) to resolve disciplinary challenges (Aquilino & Supple 2001:290). Parents and teachers need to be kind and firm to the students. Baumrind (1991:64) suggests that an authoritative approach is not appropriate to remedy the situation at schools. Deslandes, Royer and Turcotte (1997:198) emphasize that connection or belongingness at home and school increases academic success and decreases risky behaviour. Parental involvement is an appropriate technique which

has a positive impact on misbehaviour in Mexican schools (Deslandes, Royer & Turcotte, 1997:200).

Browning *et al* (2000:123) and Potter (1999:99) further suggest that positive discipline can also bring change in Mexican schools. According to Browning, Davis and Resta (2000:233) and Potter (1999:59), positive discipline is a technique which will encourage social belonging whereby every parent cares about the school and property that belongs to the school. In these instances challenges like vandalism will decrease because every member of the community has a sense of ownership.

Potter (1999:236) suggests minimising violence and bullying in Mexican schools by introducing the following measures:

- security guards should be employed at every school to monitor the behaviour of students and particularly students who bring weapons; and drugs to school;
- guards should also be posted at the entrance of the school and search students as they pass by;
- all the students should wear proper school uniform and they should also wear identity badges;
- all the schools should draft a code of conduct which prohibits indiscipline and records of poor behaviour should be well kept;
- Suspension and expulsion should be introduced to all the students who violate the code of conduct (school rules).

2.13   SUMMARY

In this chapter, focus was placed on managing discipline in schools in a post corporal punishment era. Specific references were made to the South African legal framework on school discipline and management of discipline in schools and the focus was also on international perspectives on school discipline.

Relevant Sections of the Constitution of the Republic of South Africa (RSA 1996, s43) and Education Law Amendments Acts (Acts 2002, 2005 and 2007) on school discipline, safety and protection of learners have been stated and discussed. The fact that South Africa is presently party to international human rights agreements, relevant international laws and treaties were considered when interpreting the Bill of Rights, in particular the United Nations Convention of the of the Rights on the Child (Articles 28 and 29) and the Organisation of African Unity's Charter on the Rights and Welfare of the Child.

From the discussion in Chapter 2, it is clear that the fundamental rights of the learners are protected within the overall of educational sphere, but also that learners are independent bearers of rights and disciplinary obligations. The legal imperatives further put the South African system under a constitutional obligation and responsibility to ensure school discipline. It has also been established that to maintain sound and efficient school discipline, schools require different strategies of discipline to create a safe and secure learning environment conducive for effective teaching and learning.

The following chapter describes the research design and methods applicable to this investigation.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The previous chapter outlined management of discipline in schools. It explored literature on management of discipline in schools. This chapter describes the research design and method that were used in finding answers to the research questions stated for this investigation in chapter 1. According to Maree (2010:70) and Mtsweni (2012:65), research design indicates the general plan of the research strategy which moves from the underlying philosophical assumptions to specify the selection of participants, data gathering techniques to be used and the data analysis to be done. Mouton (2008:55) further states that research design is blueprint of how the researcher intends to conduct an empirical study. It indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher, 2006:22). The validity and reliability of data and research ethical considerations will also be discussed. Trustworthiness and ethical measures of this research design will be elaborated upon throughout the various sections in the chapter.

3.2   RESEARCH DESIGN AND METHODOLOGY

This study was based on a qualitative descriptive research design and interpretivist paradigm. The discussion moves from the selection of participants, the data gathering techniques and data analysis strategies used (Maree, 2010:70) to answer the research question based on the literature review and empirical investigation.

3.2.1   Research paradigm

Terreblanche and Durrheim (2007) state that the research process has three major dimensions i.e. ontology, epistemology and methodology. Research paradigm is an all-encompassing system of inter-related practice and thinking (theory) that define the nature of enquiry along these three dimensions. (Terreblanche and Durrheim,

2007). Olsen, Lodwick and Dunlop (1992:16) suggest that a paradigm implies a pattern, structure, framework and system of scientific and academic ideas, values and assumptions.

According to Lather (1986a:259) research paradigm inherently reflect our beliefs about the world we live in and want to live in. Based on this believe Guban and Lincolm (1994) state that there is a vast difference between positive, pots-positivist and post-modernist enquiry. Gephart (1999) classified research paradigms into three philosophically distinct categories as positivism, interpretivism and critical postmodernism.

This study is located within the interpretist paradigm. Interpretive researcher believes that the reality to consist of people's subjective experiences of the external world, and there is no correct or incorrect theories (Walsham 1995).

3.2.2 Research design

Fouche and De Vos (1998:124) and McMillan and Schumacher (2006:20) define research design as a detailed plan of how an investigation will be undertaken. Research design provides the basis according to which the data is to be collected in order to investigate the research question (Mtsweni, 2013:67). Bogdan and Biklem (2007:54) refer to research design as the researcher's plan of how to proceed with the study to gain an understanding of some phenomenon in its natural setting. According to McMillan and Schumacher (2001:30), a research design describes the procedure for conducting the study, including when, from, whom, and under what conditions the data will be obtained.

The research design of this study is descriptive. This is meant to provide rich descriptive accounts targeted to understand a phenomenon, a process, or a particular point of view from the perspective of the schools in terms of corporal punishment to learners. Polit and Beck (2008:19) state that a descriptive approach intends to accurately describe the importance of a phenomenon with the objective of generating a theory through the accurate description of a known phenomenon. The

main purpose of a basic descriptive study is to understand the world or an experience of participants (Kvale, 1996:3; De Vos, 1998:214). De Vos (1998:46) suggests that the researcher should start by examining the relevant literature, to have a sound knowledge of the subject and to check what other researchers have established, so that an appropriate research design can be compiled.

3.2.3 Research approach

The researcher made use of a qualitative research approach because it is the most appropriate approach for a case study. Johnson and Christensen (2004:359) define qualitative research as research relying primarily on the collection of non-numerical data such as words and pictures. Burns and Groove (2009:22) argue that qualitative research is an inquiry intended to explore and understand participants' lived experiences and uncover new insight. Ary, Jacobs, Razavieh and Sorenseh (2006:450) state that a qualitative approach relies on the inductive mode of the scientific method and the major objective of this type of research is exploration or descriptive. Berg (1995:24), Merriam (1998:85-89), McMillian and Schumacher (2006), Welman, Kruger and Mitchell (2005:193) and Maree (2007:79) are of the opinion that the researcher becomes an instruments that collects the data which will be rich and informative for the study, as a result qualitative research approach will be used in this study. Qualitative approach is used because it provides an in-depth description of people in their natural setting. Lemmer (1992:292) argues that qualitative research provides the understanding of the life world of the individuals or groups, studied from their own frame of reference.

Lemmer (1992:292) states that qualitative research aims to describe and understand how participants experience their life world as they see it. Qualitative research tries to understand the meanings held by the person or group being studied. On the same note qualitative approach enables the researcher to gain new insights from the particular phenomena and finally to seek in-depth understanding of groups experiences such as principals, educators and chairpersons of the SGBs in primary schools in informal settlements in the North West Province. De Vos (1998:243) states that qualitative researcher is concerned with understanding rather than in

quantitative research where phenomena are controlled. Leedy and Ormrod (1993:134) report that qualitative approach reveals the nature of certain situations, settings, processes, relationships and systems.

Willis (2007:229) is of the opinion that qualitative approach is not only descriptive but also analytical because the researcher comes up with questions and answers to explain the ideas, beliefs, attitudes and perceptions. Furthermore, Berg (1995:24), Merriam (1998:58), McMillan and Schumacher (2006:22), and Myburgh and Poggenpoel (1995:7) concur that qualitative research is explorative, descriptive and contextual in nature. These are qualitative and decisive facts that cannot be quantified using statistical techniques (Mwinzi, 2012:139). Therefore, Mwinzi (2012:139) explains that the process of analysis in a qualitative approach portrays a worldview based on an individual or group perceptions and experiences. This implies that a qualitative approach explores reality in its natural settings. Kasomo (2006:64) supports the notion that numerical data is not applicable in qualitative research. In a qualitative approach, the researcher derives meanings from existing situations, such as interactive experiences, observable events, formal attitudes, habits, behaviours and visual texts that describe routines and problematic moments.

Qualitative method is relevant and appropriate for this study because it involves viewing events, actions, norms, values and beliefs from the life-view of the respondent's experience. Hesse-Biber and Leavy (2006:5) articulate that qualitative research is rich with perspectives in construction of knowledge and triangulation data gathering techniques. Therefore, the researcher is able to construct new knowledge from the views obtained from the participants (Watt, 2007:84). It entails that the researcher in this study had to devote time in the sampled primary schools in the informal settlements in the North West Province, to understand how discipline is managed in a post corporal punishment era environment. It is within this margin of study that the researcher explored the role of principal, educators and chairpersons of the SGBs in the management of discipline in the sampled primary schools in the informal settlements in the North West Province since corporal punishment was abolished. A researcher who is involved in the experiences of the participants is able to make an accurate analysis of the participants' phenomena. Kombo and Tromp

(2006:118) concurs that qualitative research is used to gain an understanding of social and human problems related to the individuals' experiences surrounded by a particular phenomenon.

In this study the researcher became involved in the sampled informal settlement primary schools in the North West Province to meet principals, educators and chairpersons of the SGBs, to talk and listen to them, attend class lessons to observe learners' behaviour and how educators manage discipline inside and outside the classroom, feel what they experience and, based on this evidence, to establish the suggestions from the sampled primary schools in the informal settlements in the North West Province concerning alternative strategies to school discipline

3.2.4   Case study

The researcher deemed it necessary to make use of case study because it is a form of qualitative descriptive design. Therefore, the following sections will describe case study.

Stake in Simons (2009:19) defines a case study as the study of the particularity and complexity of a single case, in order to understand its activity within particular circumstances. In this study the researcher investigated management of discipline in a post corporal punishment environment in selected primary schools in the informal settlements in the North West Province. MacMillan and Schumacher (2010:24) state that a case study examines a bounded system over time and in depth, employing triangulation in the setting. A case study may be an activity bounded in time and place (MacMillan & Schumacher, 2010:24). Blombey in Maree (2007:75) further defines case study research as a systematic inquiry into an event or sets of related events which aims to describe and explain the phenomenon under study. Blombey in Maree (2010:75) also mentions that a case study can be selective, focusing on one or two issues that are fundamental to understanding the phenomenon being examined. What appears to be common in most definitions of a case study is the fact that they are concerned with a particular situation in its natural context (Majola, 2013:90).

According to Simons (2009:21) there are three types of case studies, namely:

i)   **intrinsic,** where a case is studied for the interest (in the case itself);

ii)   **collective,** where several cases are investigated to create an understanding that is clear to all and

iii)   **instrumental,** where a case is used to explore an issue or research question.

In this instance the researcher has chosen a case study (instrumental) because it offers a multi perspective analysis through triangulation methods (Gray, 2009:169). A case study also allows flexibility and use of different techniques to elicit data from the sampled groups. Fouche` and Delport in De Vos, Strydom, Fouche` and Delport (2005:75) mention that there are no general fixed steps that should be followed, and the design cannot be exactly replicated.

Maree (2007:5) further suggests that a case study enables the voiceless and powerless (children and marginalised groups) to have a say or to participate. A case study also enables the researcher to investigate the experience and complexity of programmes and policies in depth and to provide interpretations in a way that will suit a particular context. A case study allows the researcher to gain more insight into the management of discipline in a post corporal punishment environment in primary schools in the informal settlements in the North West Province, because a case study is descriptive, interpretive and evaluative (Berg, 1995:24; Merriam, 1998:85-89; McMillan & Schumacher, 2006:22-24).

The following sections will describe the research methods that were deployed in this study.

3.3   RESEARCH METHODS

This section will focus on the research methods, selection of sample and data collection instrument, that is, interviews, literature review, observation and document analysis.

3.3.1   Selection of a sample

The population for this research is limited to the primary schools in the informal settlements in the North West Province. Ary *et al* (2001:15) define a population as all members of any well-defined class of people, events or objects that are the subject of the research.

For the purpose of this study a sample was drawn from the population of a research study through purposive sampling. Johnson and Christensen (2004:196) are of the opinion that sampling is the process of drawing examples from the population for an in depth study. Since a qualitative case study design was used in this study, random selection was not relevant instead purposeful sampling was used to select sampled groups.

Purposeful sampling allows the researcher to select information rich cases for in depth study (Best & Kahn; 2006:19). It is done to increase the utility of information obtained from small samples (McMillan & Schumacher, 2010:401). The power and logic of purposeful sampling is that a few cases studied can give many insights about a topic (Kirchner, 2011:50).

Through purposeful sampling three focus groups were chosen from 85 primary schools situated in the informal settlements in the North West Province. Three focus groups included ten chairpersons of the SGB, ten principals and ten educators from the selected primary schools in the informal settlements in the North West Province. They were selected according to their positions, occupation, age, range in years, gender and level of education as shown below

Figure 3.1 Demographic factors of the sampled groups

Position	Age	Male	Female	Level of Education	Experience
Principals	44 - 58	7	3	Teachers' Diploma, First Degree & Honours	23 – 35 years
Educators	30 - 47	2	8	Teachers Diploma, Ace & Honours	9 – 24 years
Chairperson	28 – 38	4	6	Grade 10 – 12	Unemployed 1 year

3.3.2   Data collection instruments

Qualitative research depends on multi method strategies to collect and corroborate data. Hence, interviews, observations, literature review and document analysis were primary data collection techniques for collection of data in this study. Qualitative research is interactive face-to-face research, which requires relatively extensive time to systematically, observe, interview and record processes as they occur naturally (McMillan & Schumacher, 2001:428; Ary *et al,* 2006:474) explained as follows:

- **Observation** is appropriate for collecting data on naturally occurring behaviours in their usual context;
- **Interviewing** is optimal for collecting data on individuals personal histories, perspectives; and
- **Document analysis** to gain understanding of the phenomenon under study.

For this particular study interviews were used as the primary data collection strategy, observation and analysis of documents were also be used to verify and corroborate collected data.

3.3.2.1 Interviews

According to Ary *et al* (2006:280), the interview strategy is one of the most widely used methods to elicit data on subjects' opinions, beliefs and feelings about the situation in their own words. Interviews provide information that cannot be obtained through observation, or can be used to verify the observation. Briggs and Coleman (2007:208) concur and state that an interview is a preferred technique to explore peoples' views and report findings in their own words; therefore, the interview is ideal for acquiring information that is personal and complex.

The interview means a direct method of collecting data in a one-to-one situation and an interchange of views between two or more people on a topic of mutual interest. The interchange is between the participant who has experiences and the researcher who wants to know the experience in order to provide findings to a research question. Furthermore, the interview is a flexible tool for data collection because it allows the interviewers or interviewees to discuss their interpretation of the world in which they live, and to express how they regard situations from their point of view.

The interviews are usually divided into two broad categories, namely, structured and unstructured or semi-structured interviews. In the structured interviews, the researcher takes the lead in the interview schedule and types of questions, while in the unstructured and semi structured the researcher conducts the interviews without preconceived ideas. The semi- structured interviews are used to explore the topic under discussion more openly and to allow the participants to freely express their opinion (Esterberg, 2002:87). The researcher used semi-structured open-ended interviews to collect data because such interviews offer a versatile way of collecting data and can be used with all age groups. It allows the interviewer to probe with a view to clearing up vague responses, or to ask for elaboration in cases of incomplete responses

According to Ary *et al.* (2006:480), interviews mean a direct method of collecting information in a one-to-one situation as well as an interchange of views between two or more people on the topic of mutual interest. The interchange is between the

participant who is experienced and the researcher who wishes to obtain insight in order to provide findings to a research question. Furthermore, the interview is a flexible tool for data collection because it allows the interviewer to make adjustments as the situation requires. It enables the interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations form their respective points of view.

According to Cohen *et al.* (2007:351), the purposes of the interviewer in the wider context of life are many, but serve three main purposes:

- To gather and evaluate data information having direct bearing on the research objectives:
- To test hypotheses or suggest new ones;
- To be used in conjunction with other methods to corroborate data.

An interview according to Ary *et al.*, 92006:480) and Bailey (1994:174) has the following advantages. It …

- provides insight on participants' perspectives;
- provides the meaning of events for the people involved;
- provides information on unanticipated issues;
- a more complex questionnaire can be utilised in an interview study;
- the researcher can record the exact time, date and venue of the interview;
- the researcher can make sure that all questions are answered;
- the researcher can observe nonverbal behaviour and assess the validity of the subject's responses; and
- it tends to have a better responses rate than mailed questionnaire

However, interviews have shortfalls. Bailey (1994:175-176) identified the following shortfalls:

- Interview studies can be extremely expensive;
- Interviews are often lengthy and may need the interviewer and interviewee to travel long distance;
- Compared to the structured interview (mailed questionnaire) the interview does not provide the respondent opportunity to conduct research, to check records to consult family and friends regarding facts, or to ponder his or her reply; and
- At times it can be necessary for the interviewer to probe a great deal and to phrase the same question differently for diverse participants.

The weaknesses or shortfalls of research instruments were addressed as follows:

- Interviews were conducted at the school chosen by the researcher to minimise costs and common transport was supplied to participants;
- The interviews will be short and to the point (time will not be wasted);
- Probing will be used to afford the participants a chance to understand the question.

3.3.2.2 Observation

According to McMillan and Schumacher (2001:40-41) observation is an interactive technique of participating to some degree in a naturally occurring situation over an extended time and writing extensive field notes to describe what occurs. The researcher does not collect data to answer a specific hypothesis; rather explanations are inductively derived from the field notes.

The distinctive feature of observation as a research data collection technique is that it offers the researcher the opportunity to gather live data from naturally occurring social situations (Cohen *et al.* 2007:396). The researcher participates overtly in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking questions and collecting whatever data are available to throw light on the issues with which he or she is concerned.

In this study the researcher spent some time in each sampled schools for observation.

According to Cohen *et al.* (2007:396) observation enables the researcher to gather data on:

- the physical setting (e.g., the physical environment and its organization);
- human setting (e.g.; the organization of the people, the characteristics of the groups or individual being observed);
- interactional settings (e.g., formal or informal interaction taking place); and
- programmes setting (e.g., the resources and their organization).

Briggs and Coleman (2007:237) regard observation as the most powerful, flexible, and real data collection strategy because it is not dependent like the survey, which seeks participants' personal views, but because it seeks explicit evidence through the eyes of the observer directly or through a camera lens. McBurney (1994:169) maintains that observation comprises the researcher observing and recording behaviour without attempting to change the observed behaviour. Walsh (2001:67) also states that in participant observation, the researcher enters the group or the researcher wishes to understand the motives and meaning of the people, who are studied from their own point of view. It is a holistic approach, concerning the observation of everyday events and the description and construction of meaning.

Observation gives the researcher the opportunity to obtain 'live' data from naturally occurring situations. It is characterised as non-interventionist, where the researcher does not seek to manipulate the situation or subjects, does not pose questions for the subjects, nor deliberately creates provocations (Cohen *et al* 2007; 396).

Through observation the researcher will be in the position to obtain participants' perceptions of events as processed in their actions and expressed as feelings,

thoughts and beliefs through verbal and nonverbal communication (McMillan & Schumacher, 2001:437). For the purpose of this study the researcher observed the educators, principals and chairpersons of SGBs whilst the interview was going on. Verbal messages and non verbal cues such as gestures, tone voice and facial expressions were observed. Learners' disciplinary behaviour and attitudes towards each other and towards educators inside and outside the classroom were also observed. The observations made during the interview were included in the transcript.

During this study, the researcher was on site (at the sampled schools) for a direct, eyewitness account of the actions and settings before the start of the school until the end of the school day. However, the researcher remained a non-participant observer. A non participant observer remains a listener and attempts to observe people without interacting with them.

3.3.2.3 Document analysis

The concept 'documents', according to Ary *et al* (20006:281) refers to a wide range of written, physical, and visual material including what other authors' may term artefacts. MacMillan and Schumacher (2001:451) define artefacts as tangible manifestations that describe peoples' experiences, knowledge, actions and values in the form of personal documents (such as diaries and letters), official documents such as memos, minutes working documents and proposals and objects (such as symbols and values).

Furthermore, the term document refers to materials such as photographs, letters, clinical case records and diaries that can be used as supplementary information as part of an interpretive study whose main data source is observation and interviewing (Bogdan & Biklen 2007:64). In addition, Briggs and Coleman (2007:281) describes document analysis as a form of qualitative research that requires the researcher to locate, collect, collate, interpret, or explain what has occurred.

In terms of data collection, this involves transferring significant quotations and insertions from documents to a field notebook for later analysis. Analysis of documents allows for sufficient data to be collected for researchers to be able to:

- identify the significant features of a particular event;
- establish a plausible interpretation and explanations;
- test for the credibility and validity of these interpretations; and
- construct an argument based on these interpretations.

In this study, various documents, including policies and acts on corporal punishment, log book, punishment book, minutes' books for SMTs, SGBs, parents meetings, disciplinary committee and school policies, were examined to find out the extent t o which they are being adhered to in the selected primary schools.

Briggs and Coleman (2007:281) state that document analysis in qualitative research requires the researcher to locate, collect, collate, interpret and analyse empirical data and draw conclusions that describe, interpret, or explain what has occurred. In terms of data collection, this involves transferring significant quotations from documents to a field notebook.

For the sake of this study the researcher collected the school policy, code of conduct for learners, records of disciplinary problems, records of disciplinary measures taken by the school, records of parental and departmental involvement in addressing some serious disciplinary problems and policies of the selected primary schools in the informal settlements in the North West Province to interpret and analyse how the principals, educators and SGBs manage discipline in a post corporal punishment environment.

3.3.2.4 Literature review

According to Mouton (2001:86), a literature review is the first phase of the empirical study and consists of systematic and critical information obtained from primary and secondary sources.

According to Ary *et al.* (2006:68), a review of the literature, serves and provides the following purposes and important functions:

- defining the research problem;
- placing the study in contextual perspective;
- avoiding unnecessary and unintentional replications; and
- relating findings to previous knowledge.

Linking with these purposes and functions, a thorough literature review was done to get more information and views of different authors related to the research problem. Sources like books, magazines, newspapers and journals were reviewed to collect information concerning management of discipline in the South Africa education system, to acquire a historical background of school discipline in South Africa and to suggest recommendations on management of discipline in schools.

3.3.2.5 Focus group interviews

For the purpose of this study, the researcher made use of focus group interviews to gather data in sampled primary schools in the informal settlements in the North West Province.

Three concepts embedded in this term need to be defined. These concepts are focus, group and interview. A group can be defined as a number of individuals between whom a distinguishable pattern of interaction exists (De Vos, 1998:314). Interview signifies the presence of a trained moderator who can skilfully facilitate the discussion that takes place between all the members in the group, to elicit information on the desired topic. Focus implies that the discussion that takes place in the group is limited to the specific theme under investigation (Steward & Shamdasani, 1990:10). For the sake of this study ten chairperson of the SGBs, ten principals and ten educators in the informal settlement primary schools in the North West Province were selected.

According to Topor (1997:2), a focus group interview comprises a representative sample of a target. In other words, a focus group is four, six, eight, ten or twelve people, carefully selected, who represent a specific target audience. Three focus groups from the selected primary schools in the informal settlements in the North West Province were interviewed. Barnard and Venter (1996:57) describe focus groups as a special type of groups in terms of purpose, size, composition and procedures. Kruger (1994:121) defines a focus group as being composed of six to twelve participants who are unfamiliar with each other and who share a common denominator, for instance, a common background. Schurink (1998:314) describes the focus group interview as a purposeful discussion of a specific topic or related topics taking place between eight to ten individuals with a similar background and common interests. The group's interaction embraced verbal and non–verbal communication and inter-play of perceptions and opinions that stimulate discussion without necessarily modifying or changing the ideas and opinions of participating individuals.

The group interview is facilitated by the researcher who acts as a data collection instrument by creating an atmosphere in which each group member will feel free to share his or her own knowledge, attitudes and past experiences of a topic under discussion. The aim of focus group interview is never to reach consensus on the matter being discussed, but to elicit a range of opinions and new views on the subject. This interview eventually provides a forum for opinion gathering (De Vos, 1998:315).

The focus group interview is thus conducted as an open conversation on a specific topic in which each participant makes comments, asks questions or responds to comments of others, including the researcher (Ferreira & Puth, 1988:167). The focus group interview enables the researcher to develop concepts inductively, that is, from the bottom-up rather than from the top-down. Generalisations and theories that are grounded reflect knowledge of the people participating in the focus group interview.

For the purpose of this study, the aim of the focus group interview is mainly to gain insight into research area, that is, management of discipline in a post corporal

punishment environment in the selected primary schools in the informal settlements in North West Province. The focus group interview acquaints the researcher with the language that his / her population uses to describe their experiences and also acquaints the researcher with the research population's cultural values and style of thinking and communicating about the research topic (De Vos, 1998:323). Now that the necessity of the focus group interview in this research project has clearly been epitomised, the next section is on the benefits of the focus group interview.

3.3.2.4.1 The benefits of focus group interview

Focus group interviews are cheaper to conduct and can be completed in a short time. This interview is also exploratory in the sense that participants are able to express their concern about a particular issue, that is, it close the gap between the interviewee's initial perception of a topic and after reports thereof (Byers & Wilcox, 1991:64). The focus group interview allows the researcher to probe, creating flexibility for exploring unanticipated issues. Indeed, flexibility is impossible within the structured design of quantitative methods, such as social surveys (De Vos, 1998:324). Focus group interviews are not rigid in the sense that they create an open, relaxing environment whereby the interviewees can say anything they want to say without interruptions or limitations. The researcher, on the other hand, is able to ask questions whenever necessary.

The strong point of the group interview is that the researcher is confronted with the meanings and assumptions that the individual or group holds in the own life world. This is substantiated by Brotherson (1994:57) when he explains that the group interview allows for open, reflexive and democratic phenomenon. The group interview offers rich contextual data for understanding the depth and dynamics of phenomena in their particular context. Patton (1990:58) as quoted by Brotherson (1994:57) argues that the focus group interview can lead to understanding attitudes, behaviours and contents from many points of views, in other words, to gain insight that would otherwise be less attainable. A focus group interview can also provide speedy results. They have an advantage over other data gathering methods in that they can be conducted and the results analysed and reported in a very short time

(De Vos, 1998:325). The main weaknesses of the focus group interviews will be examined in the ensuing paragraph.

3.4   THE WEAKNESSES OF FOCUS GROUP INTERVIEW

Focus group interviews have some serious shortcomings but the following are worth to be mentioned:

- Sampling the right people to participate in the focus group interview is a difficult challenge. Researchers should be able to sample those people who are the best to discuss the topic at hand.
- The researcher should be able to match the right people who have the ability to discuss the given topic. This becomes difficult should the researcher fail to match his or her group, for example, having to interview principals, educators and SGB chairpersons in the same group at the same time. That would create a scenario whereby one of the members is unable to express his or her views in the presence of his or her senior. On the other hand, the principal may influence the educator and SGB chairpersons to say what he or she does not agree with and that could cripple the research findings.
- Again, the focus group is often difficult to assemble. Participants have to travel or go to a set place at stipulated time to share their views with others for a few hours. Sometimes some participants may not be present on the day of the interview and that may result in the postponement of the interview.

Having examined both benefits and weaknesses of focus group interviews, it became apparent that the focus group interview would be relevant for this study as it is more democratic, that is, participants can freely speak their minds, unlike in a questionnaire, whereby the interviewee can be asked to answer with yes or no. Haralambos (1990:73) argues that in a questionnaire, it cannot be assumed that entirely different answers can be made to the same questions, which are not asked. For this reason, it is difficult to develop a hypothesis during the course of the research and researchers are limited to testing those theories, which they have already thought of.

With the focus group interview, it does exactly what the name implies (focus). Focus groups have foci and clear agendas. In fact, the topics of discussion in a focus group interview are carefully predetermined and sequences in an understandable and logical way. As such, they facilitate the natural, spontaneous discussion of events or experiences by the participants. De Vos (1998:325) argues that participants in focus group interviews do not need to reach consensus; instead, emphasis is placed on findings about the participants' experiences and feelings about the specific aspects of social reality, such as an event, product or services. Now that the benefits and weakness of the focus groups have been outlined, the process of focus group interview is discussed below.

3.5   THE PROCESS OF THE FOCUS GROUP INTERVIEW

As with unstructured interviews conducted with individuals, the focus group interview could be divided into specific phases. The most important steps and decisions will therefore be described on the basis of the following phases:

3.5.1   Planning the focus group interview

In addition to the decision on what is to be studied, the following appears to be the most important.

3.5.2   Identify selection criteria, select and recruit the participants

According to LeCompte and Pressle (1993:56) all qualitative research uses both selection processes and sampling. LeCompte and Pressle (1993:56) describe selection as a process that involves defining what kind of people and how many of them can be studied, as well as when, where and under which circumstances will they be studied. De Vos (1998:317) contends that the researcher should ask questions: What do I want to know? Who will be able to provide the information? What is the information for? How will I get hold of the participants?

In this research project, the researcher made sure that the appropriate participants were selected. Principals, educators and SGB chairpersons from the selected primary schools in the informal settlements in North West Province were selected through purposive sampling. In order to ensure a naturalistic setting required by qualitative research, interviews were conducted at one of the selected school during working hours (De Vos, 1998:318).

In line with qualitative research paradigm, in this research project the researcher allowed the topic under discussion to continue until it was saturated. This point is emphasised further by Glaser and Strauss (1967:11) when they state that ideally, a focus group that comments on a specific topic, should continue to discuss the topic until data reaches saturation point and new issues or categories emerge. However, because of practical problems, such as a limited time span, it is not always possible to continue until all the relevant data have been generated.

3.5.3   The size of a focus group

In most cases, the size of a focus group ranges from six to twelve participants. This appears that ideal is between six and ten participants (Barnard & Venter, 1997:57). It becomes easier to steer the interview in the right direction when the group is small. Groups with more than twelve members can limit each participant's opportunity to share experiences. Groups with four to ten participants are popular because smaller groups are easier to recruit and host. In this research project, the researcher made use of three focus groups: ten principals, ten educators and ten chairpersons of the SGBs. Therefore, a total of 30 participants from the selected primary schools in the informal settlements in the North West Province were sampled for focus groups interviews. The following section describes steps or strategies that the researcher deployed to ensure that the participants attended the interview session.

3.5.4   Ensuring that educators will attend

Focus groups interviews are time consuming, particularly for participants who have to attend the rest of the day. Therefore, incentives such as the provision of snacks,

free transportation and payment for participation are typically used (De Vos, 1998:317). The researcher made sure that the above points were satisfied. Also, to ensure that selected participant would attend, the researcher wrote letters to all targeted schools requesting permission from the principals to meet with them (principals, educators and SGB chairpersons) to explain the importance of the project, how it could benefit the researcher academically and how the research could benefit their schools. The participants in this interview did not encounter any challenge because the researcher had arranged transport and the interviews were held during working hours at one of the sampled schools (De Vos, 1998:318).

After the permission was granted by the principals, the researcher met the individual participants at their schools to confirm that they would attend the interview and briefed them on what the interview is all about. In this regard, Kruger (1994:25) says that the invitation should stress that potential participants have special experiences or insight that would be of value in this study. The following section outlines selection of the interview venue to attract the interviewees.

3.6   SELECTING THE INTERVIEW LOCATION

Steward and Shamdasani (1990:56) argue that focus group interviews can be successfully conducted in a variety of settings, but it is always in an area that is well travelled or rather perceived as attractive. In other words, the location should be free from outside distraction, background music or noise and ventilation systems should be working to make the environment conducive (Steward & Shamdasani, 1990:57).

In this project, the researcher provided the location chosen by the participants. Because the interview was conducted during the school hours at one of the primary schools in the informal settlements in the North West Province, they choose the staffroom and the researcher agreed on this venue because it was free from all the distractions discussed above. The following section deals with preparation of the interview guide.

3.7   DESIGNING THE INTERVIEW GUIDE

The basic idea of the interview guide is to set down specific issues for the group to discuss or to set the agenda. When constructing the interview guide, close attention should be paid to the ordering of the questions. The questions should be ordered from the more general to the more specific (Steward & Shamdasani, 1990:52).

In this case, the researcher arranged the semi-structured interviews, prior the interview process. The researcher made sure that the questions asked would satisfy or answer the research question. Simple, specific, clear questions were arranged and there was also room for probing in case of an unclear answer or questions not understood clearly (De Vos, 1998:318).

The following section will explain the processes of conducting focus group interview.

3.8   CONDUCTING THE FOCUS GROUP INTERVIEW

De Vos (1998:320) suggests the following important steps in conducting the focus group interview:

3.8.1   Purposeful small talk

The researcher should attempt to create atmosphere of trust, friendliness and openness from the moment the participants arrive for a focus group interview, because purposeful small talk facilitates a warm and friendly environment and this puts participants at ease.

3.8.2   Physical arrangement of the group

The participants should be asked to sit around in a circle to ensure maximum opportunity for eye to eye contact with the researcher as well as other participants. Principals, educators and SGB chairpersons were arranged in a circle to enable contact with each other.

3.8.3 Handling unwanted participants

People who are not invited to be interviewed may not be allowed in the interview session because they may affect the interview negatively. The researcher may need to convince the participants to be patient until the interview is over. In this research project, the researcher never experienced such challenges.

3.8.4 The beginning of the focus group interview

Brotherson (1994:112) suggests that the beginning of the interview sets the tone and the agenda for the rest of the procedure. Therefore, it is crucial that the researcher creates a thoughtful, permissive and friendly atmosphere. The goal is to direct the focus group with limited intervention. De Vos (1998:321), on the other hand, argues that in order to regulate the interaction of participants in a non-directive way, the researcher should clearly set the goal and objectives of the interview as well as ground rules for participation during his or her introduction. Brotherson (1994:122) emphasizes that the opinions of participants should be counted seriously and they should also be made aware that they are highly valued.

3.9 TECHNIQUES EMPLOYED BY THE RESEARCHER

To ensure participation by each and every member, the researcher should encourage all participants to speak and ask follow-up questions or probes. The researcher should also help by asking more questions or probing. Another important tactic is the five-second pause, which entails the researcher refraining from responding about five-second after a participant has made a comment. In this way the participant is unobtrusively prompted to give more information (Kruger, 1994:45).

3.10 MANAGING PROBLEMS DURING GROUP INTERVIEW

During a focus group interview, a number of challenges can arise. De Vos, (1998:322) identifies the following problems:

- Participants sometimes spill coffee, feel ill or receive emergency telephone calls;

- Because the focus group interview quickly generates a large of views or ideas, it is quite difficult to manage the time allocated to a group interview; and

- Although focus groups interviews bring a variety of people with different socio-demographic characteristics together, individual characteristics often pose awkward problems to the researcher.

Although the researcher cannot anticipate all problems during the interview, he should be prepared for the unexpected, and when confronted with such problem, he should swiftly and firmly guide the group back to its task.

3.11   GROUP DYNAMICS

According to De Vos (1998:322), a focus group interview does not consists of individuals lumped together in a group; it consists of different facets of people shaped by intra-and interpersonal and environmental factors. Differences in groups with regard to economic status and religion can influence participation by the individual and group cohesiveness. The more homogeneous or compatible a group is, the easier it will be for the researcher to make the group dynamic work in service of the goal and objectives of the research (Steward & Shamdasani, 1990:41).

3.12   ROLES OF THE RESEARCHER AND INTERVIEW STYLES

Steward and Shamdasani (1990:89) point out that focus group interviews vary according to personality differences among researchers, different roles, different types of groups and different research aims, but one important dimension is the degree of direction emanating from the researcher (De Vos, 1998:323). The second dimension along which interview styles may vary is the role of the researcher as perceived by him or her. In some cases the researcher takes an objective stance with respect to the groups and in other cases, he/she may facilitate discussion by offering personal examples (De Vos, 1998:323).

3.13   CONCLUDING THE FOCUS GROUP INTERVIEW

After the interview the researcher should thank the participants for having sacrificed their time to attend the interview. Kruger (1994:68) points out that it is advisable to have the main points summarised and to verify the information with the participants. The summary typically lasts a few minutes, after which comments are invited. The researcher should thank the group for participating in the interview and provide them with travelling expenses if promised and wish them a safe journey home (De Vos, 1998:324).

3.14   TRUSTWORTHINESS

Trustworthiness is the essential component of qualitative research. The findings of the research should therefore reflect the reality of the experiences of the participants and the researcher. To that end in this study the researcher ensured the trustworthiness of the study through validity and reliability strategies mentioned below.

3.14.1   Mechanically recorded data

A digital camera was used to record some observations and all interviews were audio-taped to enhance the validity by providing accurate and relatively complete records. The main interviews and several scenes were also recorded in the field notebook. Professional transcripts were made and due to cost considerations, some transcripts were done by the researcher.

3.14.2   Low-inference descriptors

Concrete, precise descriptions from field notes and interview elaborations were the hallmarks of this study to identify patterns in data. This means that during the interviews, descriptions were literal and important terms were used and understood by the participants. This ensured accuracy between the meanings of the interviewees and the researcher's perceptions of those meanings.

3.14.3 Participant review

The researcher asked the participants to review and verify the transcript or what was heard and seen during the interviews, observations and analysis of documents. The participants were further asked to modify some of the information or interpretations of the transcript. Then the data obtained from each school were analysed for a comprehensive integration of the findings.

3.14.4 Triangulation strategies

Triangulation allows for cross-validation among data sources and data collection strategies, time periods and theoretical schemes (McMillan & Schumacher, 2001:478). To find regularities, the researcher compared different sources and methods to see whether the same pattern kept recurring.

For this study, verbal clarifications were triangulated by written references and three data collection methods (observation, interviewing, and analysis of documents) were served to enhance validity of this investigation.

3.15   RESEARCH ETHICS

Research ethics, according to Johnson and Christensen (2004:94), are principles and guidelines that help researchers to uphold things regarded as valuable. Furthermore, Strydom (2002:63) concurs and states that ethics is a set of moral principles which offers rules and behavioural expectations about the correct conduct towards the researcher and participants. It also provides standards about the foundation upon which the researcher ought to assess his or her own conduct. McMillan and Schumacher (2001:420) state that the qualitative researcher needs to be sensitive to ethical principles because of their research topic, face-to-face interactive data collection process, an emergent design and reciprocity with participants. Emergent designs require that ethical principles be considered throughout all phases of planning and data collection. Most ethical situations require the researcher to determine situational priorities, which involve discussions with

participants. Ethical guidelines include, but are not limited to, informed consent, confidentiality, anonymity and privacy.

3.15.1   Researcher's competency

Strydom (2002:69) states that researchers should be ethically obliged to ensure that they are competent and skilled to undertake the study they have proposed. In this case the researcher has completed the following qualifications which enables and qualifies him to undertake this study : University Diploma in Education: Secondary, Advanced Certificate in School Leadership, Post Graduate Diploma in Education, BA degree, BEd and MEd degrees. The researcher has 26 years experience in the teaching field: for seven years on Post Level 1 (educator) and 18 years as a primary and secondary school principal. Currently the researcher is a Circuit Manager in Bojanala East District, in the North West Province in the Republic of South Africa. Extensive literature about the research methodology and the topics related to the study were studied prior to the interviews.

3.15.2   Informed consent and permission

Qualitative research necessitates obtaining the consent, the cooperation and the permission of the participants and of the institutions providing research facilities (Cohen *et al,* 2007:52). Informed consent, according to McMillan and Schumacher (2001:421), is regarded as a dialogue and involves procedures in which individuals choose whether to participate after being informed of the study and facts that would influence their decisions. Silverman (2006:324) suggests that the researchers should use simple language that is understood by the participants so as to obtain their relevant informed consent. Simple communication will enable the participants to understand the nature of the research, the freedom to participate and the freedom to withdraw from the research (Silverman, 2006:324; Strydom, 2002:65; Mouton, 2008:244). Informed consent is a manner that encourages free choice of participation. Before a participant can participate in a research study, the researcher should give the prospective participant a description of all the features of the study that might reasonably influence his or her willingness to participate.

According to Johnson and Christensen (2004:105), the principle of informed consent refers to that participant, once given the pertinent information, is competent and legally free of the desire of others to make a decision as to whether to participate in given research. In this case, permission was also requested from the Director to conduct the study in the informal settlement primary schools in North West Province.

3.15.3 Anonymity and confidentiality

In general, according to McMillan and Schumacher (2001:421), there is a strong feeling among researchers that settings and participants should not be identifiable in print. Cohen *et al* (2007:64) emphasise the need for confidentiality of participants' identities and state that the essence of anonymity is that information provided by participants should in no way reveal their identity. Johnson and Christensen (2004:112) state that anonymity and confidentiality are important to avoid connecting the participant with any information that would be embarrassing or harmful.

Schools, principals, educators and SGB chairpersons who participated in this study were given full assurance of confidentiality and anonymity. Other than identifying factors such as gender and race of the participants, no personal identifiable information was divulged or specific schools identified by name.

3.15.4 Voluntary participation

Voluntarism entails applying the principle of informed consent and thus ensuring that participants freely choose to take part or not in the investigation and guarantees that exposure to risk is undertaken knowingly and voluntarily (Cohen *et al* 2007:52).

In this study, each participating individual was requested to be interviewed and each willingly confirmed. All participating individuals were fully informed about the purpose of the study well in advance and given an option to discontinue their participation, for any reason whatsoever, at any time during the process.

3.15.5 Competency and relationship with participation

According to Cohen *et al* (2007:52), competence implies that responsible, mature individuals and skilled individuals participate in an investigation. The researcher has to ensure that he/she does not engage individuals incapable of making decisions because of immaturity. In this case, the researcher possesses a high level of competency and the skill necessary for this undertaking.

On the basis of the above, the researcher endeavoured to maintain a healthy relationship with each participant and shared a high degree of trust and respect throughout the investigation.

3.16   CONCLUSION

In this chapter the researcher explained the research design and research method used, its importance and the steps undertaken in conducting the focus group interviews. A qualitative approach was used to elicit data from the selected groups, and the significance and shortfalls of qualitative approach were outlined. The researcher has also outlined sampling techniques; data collection method, trustworthiness as well as ethical considerations. The data analysis method and the accompanying steps were also dealt with.

The next chapter deals with the presentation and analysis of data.

CHAPTER 4

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

4.1   INTRODUCTION

Chapter three outlined the research design and methodology and the manner in which the study was conducted. A qualitative approach was deployed to elicit data from the selected groups. The rationale for the choice of qualitative approach and significance of analysing collected data was outlined in chapter three.

This chapter presents the data analysis process. The outlining and detailing of the process applied enhanced the researcher's successful attainment of smooth and credible data analysis and interpretation (Christ & Tanner, 2003:202). This is a case study hence the analysis of data was undertaken qualitatively.

Three focused groups were interviewed: ten principals, ten educators and ten chairpersons of SGBs. The focus of the study was management of discipline in the post corporal punishment environment: a case study of primary schools in informal settlements in the North West Province. The following section deals with data presentation and discussion.

4.2   PRESENTATION AND DISCUSSION OF EMPIRICAL DATA

As indicated in chapter three the research data was presented and discussed in three sections: observations; data from analysed documents; and data from the focus groups interviews

4.2.1   School observation presentation

The researcher visited the sampled primary schools in the informal settlements in the North West Province to observe behaviour of learners during school time (break time and inside the classrooms) and after school. Therefore, the researcher was in the position to take notes and photographs which enabled him to do data analysis at the

later stage. The researcher observed learner behaviour during lessons and after lessons. The following section describes learner behaviour in the classroom and after school.

4.2.2   Classroom environment

The researcher observed serious anomalies at some of the sampled primary schools in the informal settlements in the North West Province. The following sections outlined embarrassing circumstances in the sampled primary schools in the informal settlements in the North West Province:

- **The school environment**

The researcher observed that in 18 of the total of 20 sampled primary schools in the informal settlements in the North West Province, classrooms were not in the good state. Classrooms were filthy. Learners were not controlled during and after break; learners were going in and out from the school and classrooms, stealing others' belongings. At one school nine learners jumped over a two meter fence because the gates were locked and two of nine learners were badly injured by the fence (one spent two days in the hospital while another learner spent a day).

In 17 of the total of 20 sampled primary schools in the the informal settlements in the North West Province, graffiti (vulgar words, in particular) is rife on the walls of toilets and classrooms, including the chalkboards (figure 4.1). In the toilets learners have used human waste to write about educators and other learners on the wall. In 17 schools, doors and window panes have been broken by learners after school.

Figure 4.1 Graffiti mocking other learners
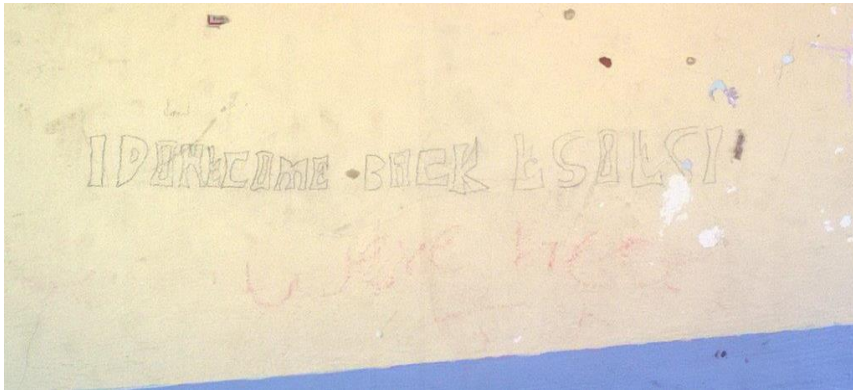
The school grounds were untidy (e.g. sweets papers, snack papers and food from the feeding scheme were lying on the floor), desks were haphazardly arranged, water flowing from the taps and learners were noisy to the extent that one could not notice whether supervised by a teacher in the classroom or not.

In ten primary schools in the sample in informal settlements in the North West Province, there were holes in the floor which posed a safety threat to both learners and educators. It is likely that a learner or an educator could be injured in the classroom. Some classrooms could not be locked because learners had damaged the door locks; therefore, donkeys, cattle and intruders entered freely as shown in figure 42. In 11 schools, the fence was damaged. Owing to these circumstances teachers' morale is very low.

Figure 4.2 Animals inside the school yard

Figure 4.3 Classroom doors cannot be locked owing to vandalism

In 15 primary schools, the SGBs have developed a maintenance plan which is in line with budget of the school and have attempted to maintain the school buildings. However, learners continued to vandalise the school buildings (breaking down of window panes).

In 15 of the 20 sampled primary schools in the informal settlements in the North West Province, some educators were not in the position to discipline or control learners because learners were rude (particularly Grade 7 learners) since they were aware that corporal punishment has been abolished. During the visit to the schools an educator with secondary school teaching experience equated the behaviour of a Grade 7 learner to that of a Grade 12 learner.

Masitsa (2008:237) states that poor discipline of learners escalated immediately after the abolition of corporal punishment and this led to unruliness in the classroom. Maphosa and Shumba (2010:397) concur and further state that children's rights and subsequent banning of corporal punishment has ushered in an era of licentiousness in many schools. Learners no longer have respect for their educators. Matoti (2010:237) is of the opinion that abolishment of corporal punishment had a negative impact on management of school discipline

Discipline remains a serious challenge in the sampled primary schools in the informal settlements in the North West Province since educators have not been

provided with alternative strategies to deal with ill-disciplined behaviour. Hence some learners do as they wish.   Lack of discipline has also led to poor handling of school property by learners. This state of affairs in the sampled primary schools affected learners particularly during the winter season.

Figure 4.4 Poor handling of school buildings i.e. windows not closed, after school.

Windows were left open after school. The educator instructed Grade 7 learners to close the windows, but learners did not carry out the instructions because they were unsupervised.

The researcher noted learner behaviour in the classroom as follows:

- Out of the 20 sampled primary schools the researcher observed a harmonious teacher-pupil relationship in two schools. In the remaining schools the relationships is very bad; in six schools it is moderate.
- In two of the 20 sampled primary schools the researcher observed that learners are well behaved and obey classroom rules and this attributes to good discipline.

- Learners' attitude towards learning was not positive in 13 of the 20 sampled schools. The researcher observed in seven schools that most learners have a positive attitude towards learning (i.e. they come to school on time and do their homework). Their books showed that they write and pass their tasks. Only a few naughty learners persist in stealing and hiding the school property or other learners' possessions, such as plates (used at by the feeding scheme during break time) as shown in figure 4.4.

Figure 4.5 Hiding school or other learners' property in the roof

4.3   DEALING WITH ILL-DISCIPLINE BEHAVIOUR IN THE CLASSROOM

In five of the 20 sampled primary schools in the informal settlements in the North West Province educators use demerit and manual work as strategies to deal with ill discipline. However, in five schools corporal punishment is still rife.

- **Observation of Code of Conduct**

The researcher observed that learners in two schools observed the code of conduct maximally. These learners had a clear understanding of what the code of conduct entailed and its significance in the school context

- **During break and after school**

The researcher visited the sampled schools during break time and after school. He recorded the following offences:

- Chewing gum or eating sweets in class;
- High rate of absenteeism;
- Swearing;
- Not doing home work;
- Making noise during lessons in the presence of educators;
- Running in the corridors;
- Graffiti;
- Bullying;
- Usage of vulgar language;
- Stealing;
- Vandalism;
- Dodging of periods;
- Lack of respect;
- Late coming;
- Not wearing school uniform;
- Hiding learners' books in ceiling; and
- Carrying of dangerous weapons (e.g. knives).

Figure 4.6. Dirtying painted schools walls

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- Writing on chalkboards, desks and other school property, captured in figure 4.6, is typical in 18 primary schools and suggests a form of rebellion whereby learners bad mouth peers or educators.
- Stealing from other learners' pockets or bags;

Figure 4.7 Damaged ceiling (vandalism of school property)

- Damaging school ceilings is rife (cf. figure 4.6) in 13 schools;

- Carrying knives;

- Not paying attention in class; and

- Leaving the classroom without permission.

4.4 DISCIPLINARY MEASURES APPLIED BY SCHOOLS AGAINST SUCH OFFENCES

The researcher observed that in the sampled primary schools educators used the following measures to maintain discipline:

- Corporal punishment;
- Demerit;
- Manual work;
- Disciplinary actions;
- Expulsion;
- Dismissal;
- Detention during break time and after school; and
- Repetition of work/writing lines or sections of work.

4.5 DOCUMENT SCRUTINY

The researcher visited the sampled primary schools to analyse documents pertaining to management of school discipline. The following data was obtained:

4.5.1 Code of conduct for learners' manual

All the sampled primary schools are in possession of code of conduct for learners; however, in 10 out of 20 sampled primary schools in the informal settlements in the North West Province, the code of conduct for learners is not clear and not initialled and signed by the SGBs. Therefore, the documents are not considered authentic.

There was evidence in all the sampled primary schools that copies of the code of conduct for learners had been supplied to parents. All stakeholders were involved during the drawing up of the code of conduct for learners. Evidence to that effect is available (e.g. minutes).

4.5.2   Minutes of Disciplinary Committee

In all the sampled primary schools minutes show that in almost every school between five to ten cases of indiscipline are reported daily. In some instances learners injure each other as a result of bullying.

4.5.3   Records of offences committed by learners

Five to ten serious cases are reported and captured daily. Below is a sample of a case at a certain school where learners ganged up against another learner with the intention of attacking him and the school had to call the police. This indicates that learners form gangs and fight each other.

Figure 4.8   Offences captured in the log book
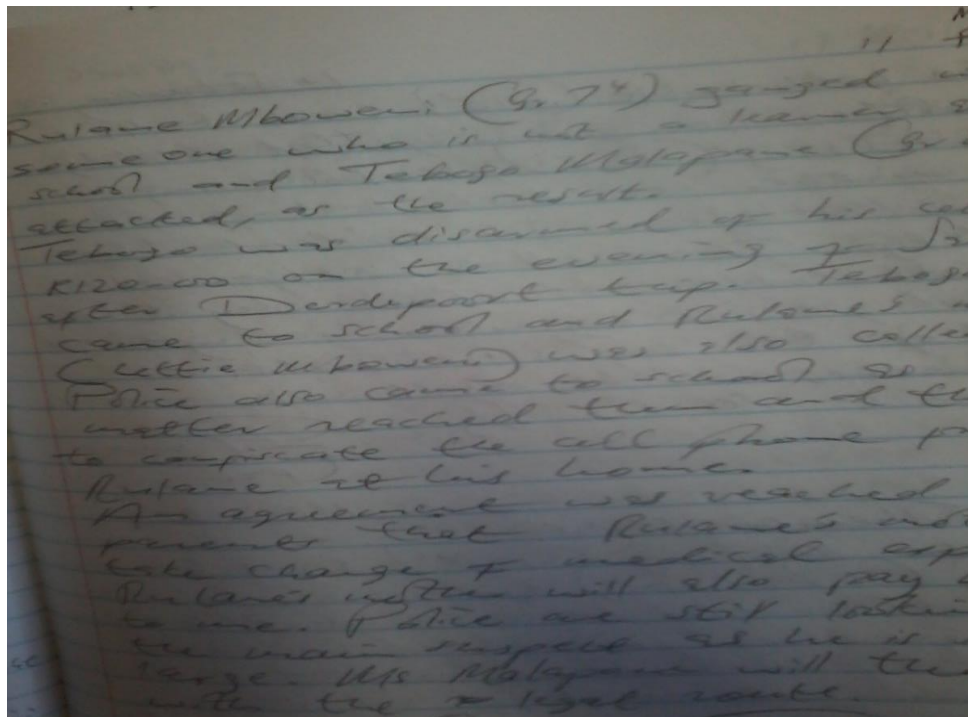
4.5.4 Late coming registers

The researcher observed that in 18 out of the total of sampled primary schools learners come to school very late on a daily basis and effective teaching and learning is gravely affected.

4.5.5 SGB Minutes book

Minutes books of the SGBs reflect that ten serious cases are handled by the SGBs every month in all the sampled primary schools.

4.5.6 Minutes books for parents' meetings

Minutes books indicate that in all the sampled primary schools most parents cannot discipline their children. Instead some parents depend on educators for ensuring sound discipline at home.

4.5.7 Log books

In all the sampled primary schools, log books show that ten serious cases (e.g. a learner stabbing another one with a knife or a pair of scissors or smoking glue or dagga) is captured monthly (Grade 7 learners).

4.5.8   Incident registers

Incidents registers indicate that in all the sampled schools at least ten learners are taken to the clinic on a monthly basis due to serious injuries.

Figure 4.9 Log book entries showing of a serious offence
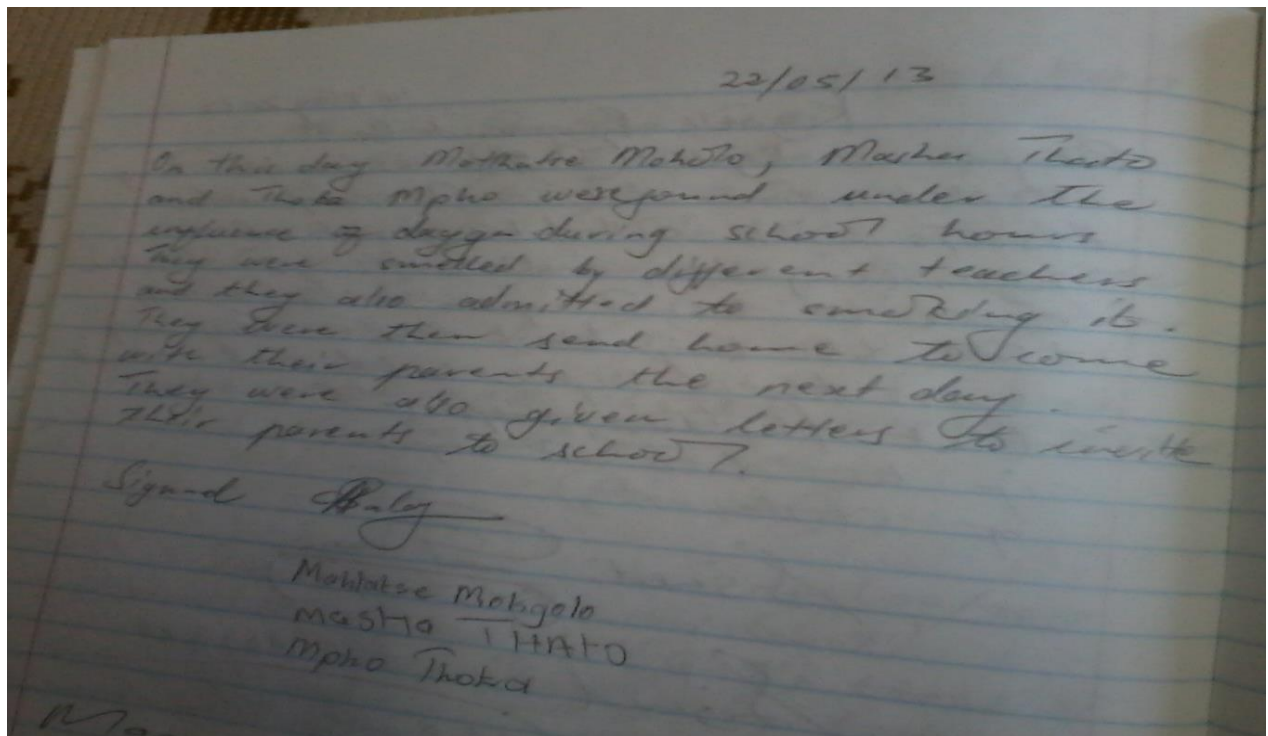
4.5.9   Quarterly analysis of results

In all the sampled primary schools in the informal settlement in the North West Province, learners with poor/bad behaviour performed extremely poor/bad in all subjects and failed in the past two terms.

4.6   DATA FROM THE INTERVIEWS

It has been indicated in chapter three that interviewing according to Ary et al (2006:480) is used to gather qualitative data on the subjects' opinions, beliefs and feelings about a particular phenomenon in their own words. Data collected from the focused groups interviewed in this study are summarised and categorised into four

research questions: current thinking and practices of discipline in the sampled primary schools; disciplinary measures and procedures currently used in the sampled primary schools; the impact of current disciplinary measures and procedures used in the sampled primary schools on learner behaviour; and the approach for effective management of discipline in the sampled primary schools. The following section states specific disciplinarily challenges experienced in the sampled primary schools.

4.6.1   Specific disciplinary challenges faced by the sampled primary schools

It was generally agreed by all the participants that discipline is about good behaviour displayed by learners, such as, wearing school uniform and attending school regularly. One said that it is the yardstick used to measure learners' attitudes toward and perceptions of school. Overall they asserted that discipline is the manner in which learners should behave at school, the extent to which the learners obey school rules and how they should conduct themselves at school. It is the display of expected behaviour and how learners relate to each other.

The participants accepted that discipline is very important and contributes towards the development of good citizens in future. All the participants agreed that discipline involves punctuality, proper dress, attending school every day, obeying school rules and good relationships between learners and teachers and among learners.

The researcher established many disciplinary challenges that arise from learners' behaviour as shown in the log books by the principals from various schools in the sampled primary schools in informal settlements in the North West province. The following challenges were found:

- Challenging educators' commands. An SGB member from one school said:

    "Our learners do not have respect to the educators. They do not listen to anybody and they do not take instruction from parents and educators. They do as they like. I saw one of the learners having an

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argument with the lady educator; they almost fought. I tried to intervene and he told me open blank that I am not his father".

- Coming to school under the influence of alcohol and drugs as shown in the log book of serious cases illustrated in figure 4.7(Grade 7 learner). Parents do not take care of their children when they are going to school; every parent including those who are in liquor businesses should not sell liquor to school-going learners as regulated by relevant legal frameworks.

- Harassing other learners during learning times and break times is common; ill-behaved children do not care about the effects of harassing other learners. Incompetent boys enjoy harassing girls and calling them obscene names, particularly Grade 7 learners.

- Bullying during the day and after school is a serious challenge. Learners fight each other using dangerous weapons like bottles while on the way to or after school. This is an example of serious disruptive behaviour that negatively affects both the emotional and physical safety of learners in the school. Neser, Ovens, Van der Merwe, Morad and Ladikos (in Booyens, 2003:35) define bullying as intentional, hurtful words or acts or other behaviour repeatedly done to a child or children by another child or children. Bullying exists in the classrooms and on the playgrounds of all schools around the world. Bott (2004:9) testifies that several learners reported that they were frequently called names such as stupid, dumb, skinny, and fat or retarded by other learners in the classroom and on the playground and that they felt ashamed and humiliated by being called those names. Smit (2003:30) reported that most of the bullying took the form of general name-calling or the use of derogatory labels referring to colour and race.

- Disrupting classroom activities: learners were found moving up and down the class during lesson times. Some excused themselves by saying they were

looking for a rubber, pen or pencil. The educators did not correct or punish this offence.

- Fighting is the most common form of indiscipline among primary school learners. Among the causes of indiscipline was teacher absenteeism during lesson times and lack of school control exercised by principals.

- Using bad language: families, schools and society are not simply a collection of people but consist of people plus their relationships. Thus social systems that are dependent on each other are influenced by each other and have a responsibility to assist other systems to keep healthy. Because the learner is inherently dependent on other systems for his or her own health and survival, the family and society in general need to exercise and promote positive behaviour in the learner. Educators and parents are role models, therefore educators, principals, parents and SGBs should exemplify good modelling.

- Vandalism: the research reflected that primary school learners need to be controlled all the time. They lack responsibility because they do not value school assets, such as chairs, desks, toilets, tapes and textbooks.

- The most common disciplinary challenges can be tabulated as follows.

Figure 4.10 Common disciplinary challenges

Challenges During School Hours	Challenges After School
Writing vulgar language on the toilet walls or the chalkboard	Fighting and swearing at each other
Smoking cigarettes in the toilets particularly Grade 7 learners	Smoking glue
Dodging lessons	Stealing
Coming to school late	Walking on the road disturbing motorists
Coming to school without school uniforms	Swearing passengers as vehicles pass by
Chewing gums when the teacher is teaching	Use of bad language
Fighting/bullying	Vandalism

This study revealed that learners in the selected primary schools often disregard the authority of educators. The learners seem to lack respect for educators. The disciplinary problems in schools ranged from learners' refusal to wear school uniforms, refusal to accept and acknowledge the educators' authority and defying them when they are giving instructions. Educators remarked that they are "also experiencing some problems of learners making noise in the presence of educators and also some defiance of the authority of educators".

4.6.2 Current thinking and practices of discipline in the sampled primary schools

This section explores and states current thinking and practices in the sampled primary schools in the informal settlements in the North Province.

Participants (ten SGB chairpersons, ten educators and ten principals) share consensus regarding discipline in the sampled primary schools in the informal settlements in the North West Province. They agreed that something has to be done by both the schools and parents to put the future of learners on track. Participants considered discipline as an important aspect in the life of the school and concurred that effective teaching and learning takes place under a disciplined environment.

One SGB chairperson regarded school discipline as a process that assists and encourages learners to behave properly. He further referred to discipline as the manner in which learners conduct themselves at school; when a learner displays expected behaviour; how learners relate to each other and how learners relate to the educators and other learners.

Twenty-five of the 30 participants felt that discipline in a school entails the creation and maintenance of a healthy and normal teaching and learning atmosphere within the classroom and school premises. This is created and maintained through the formulation, implementation and observance of the learners' code of conduct by learners.

Thirty participants were explicit that discipline in their schools was a serious challenge and left much to be desired. Participants further stated that learners did as they liked because they took advantage of the abolishment of corporal punishment. Legal frameworks have abolished corporal punishment without providing educators with sufficient solutions or alternative strategies also supported by legal frameworks to maintain and encourage school discipline.

"Disciplining learners, particularly those with chronic or serious behavioral problems, is a long-standing challenge for educators," said one of the principals. The participants should balance the needs of the school community and those of the individual learner. At the heart of this challenge is the use of punitive versus supportive disciplinary practices.   Reliance on punitive approaches to discipline, such as 'zero tolerance' policies, has proven largely ineffective, even counter-productive.

Ten of the sampled primary schools have adopted a zero tolerance approach to school discipline that entails the expulsion or suspension of learners as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or glue. However, this has not been successful. Harsh consequences are invoked automatically, irrespective of the severity of the misbehavior, the circumstance involved and the negative impact of these consequences. Some participants were totally against the withdrawal of corporal punishment.

One teacher said, "I think classroom discipline refers to conducive teaching and learning environment, where there is order, table and chairs arranged in rows wearing school uniform where there is harmony, peace and eager to learn."   The participant reported that learners do not obey classroom rules, fighting and writing graffiti occur. The behaviour of primary school learners was compared with the behaviour of older learners in secondary schools. Learners exhibit irregular conduct and behave in unacceptable ways in the classroom. They are not ready to learn, do not do homework and are frequently absent from school without a valid reason

Chairpersons of the SGBs stated that they do not know what the schools can do to resolve disciplinary challenges. Some advocated that the parents should be called to assist with disciplinary issues. Parents suggested that learners should be threatened with dismissal if they continue misbehaving. A chairperson said, "Sir, write their names and offences in a record book and the school will subtract their marks." This seemed to be a solution but is only successful if learners appreciate the purpose of schooling.

4.6.3 Disciplinary measures and procedures currently used in the sampled primary schools

This section states and analyse strategies currently used in the sampled primary schools in the informal settlements in the North West Province, to manage ill discipline. One of the most pressing issues in education is school discipline. School discipline and behaviour management are issues that every school administrator or educator deals with on a daily basis. Disciplinary measures and procedures used in the sampled primary schools in the informal settlements in the North West Province were examined and analysed as follows:

- two participants suggested that the disciplinary committee should deal with ill discipline;
- three participants have called parents of learners who have transgressed school rules for intervention purposes;
- six participants were of the opinion that manual work is the best strategy to deal with learner discipline;
- two participants viewed the demerit system as the best measure to deal with poor discipline;
- two participants stated that proper implementation of co-curricular activities can improve learner discipline;
- suspension or expulsion is used by two participants;
- records of ill-disciplined learners is kept by twenty participants;
- two participants believe that classroom rules should be obeyed by all the learners;
- two participants were of the opinion that learner behaviour can be improved by assigning culprits with more responsibility;
- repetition is used by fifteen participants to correct bad behaviour; and
- ten participants have conducted workshops on the topic of the improvement of learner behaviour.

Discipline is a serious challenge in schools and it affects learner performance to a great deal. As such, it is important to address discipline in schools because it has an impact on learner performance. Disciplinary measures to be considered in sampled primary schools in the informal settlements include:

- positive attitudes shown by the educators;
- increased stakeholder collaboration;
- parental involvement;
- a reconsideration of the educator's leadership style;
- ensuring the clarity of policies;
- rules and regulations;
- an emphasis on the professional conduct of the educator; and
- involving learners in decision-making.

The researcher observed that some educators do not approach learners with a positive attitude. An educator who teaches with a positive attitude will generate a similar attitude in learners. This view was echoed by a principal:

> *"An educator who has a poor attitude will have learners who reflect this and are difficult to manage. When you praise your learners instead of tearing them down, they will work harder to please you."*

The researcher has observed that young educators whose age is between 30 and 47, with an experience between 7 and 24, have a negative attitude to the learners. The sample educators do not lead by good examples and they do not maintain a good discipline. They still believe that corporal punishment should be administered.

The attitude of educators has an impact on learner behaviour in the classroom therefore good behaviour should be encouraged and reinforced through intrinsic and extrinsic motivation. This is a reward strategy where the good behaviour is rewarded and bad behaviour is punished.

Six out of ten sampled principals whose age is between 45 and 58 years, who is in possession of an honours degree, with an experience between 23 and 35 years support the argument of SGB chairpersons that educators should also be disciplined and have a positive attitude to impact learner behaviour positively. They should refrain from treating learners as friends and failing to guide them. Learners need to be aware at all times that educators are *in loco parentis*. The sampled principals are well experienced as such they have high value for morals or ethics. Principals have a knowledge and understanding of legal frameworks. The sampled principals believe that teaching and learning time should be protected at all costs.

4.6.4 The impact of current disciplinary measures and procedures, on learner behaviour as used in the sampled primary schools

This section explores the impact of current disciplinary measures and procedures used in the sampled primary schools in the informal settlements in the North West Province, to handle ill discipline.

The researcher established that educators are not in the position to control learners. Even though the participants state that various strategies have been deployed to address ill-disciplined behaviour, learner behaviour in the sampled primary schools in the informal settlements in the North West is still a challenge. Educators cannot control learners. Control of learners tends to be regarded as the goal of classroom discipline. However, emphasis on control is so pervasive to the extent that it is often seen by educators as more important than effective teaching and learning

The researcher observed that learners in the sampled primary schools failed to control themselves; instead they are influenced by peers and the complaints of the participants about bad conduct was confirmed by observation. It is a common theme for parents to be frustrated especially by adolescents and teenagers' (Grade 7 learners) inability to manage their own behaviour. Children are also frustrated with their inability to cope with the problems they see in life.

The researcher observed that much of the learners' movement seen in rural informal settlements today stems from the desire to be scientific according to Newtonian theory. Behaviour Modification by Skinner advocates moulding all children to conform by use of standard punishments and rewards. Behaviour Modification techniques suggest that specific rewards and punishments will yield predictable results in learners. Behaviourism suggests a system that will modify learners to comply with prescribed norms. Compliance with these prescribed norms restricts learners' autonomy. As would be expected in the Newtonian paradigm, the theory predicts results by detailing correct initial conditions and equations that prescribe action upon those initial conditions. According to Skinner's behaviourism, the initial conditions are individuals and techniques set out to modify the individuals.

Strategies deployed by participants to address disciplinary challenges in the sampled primary schools in the informal settlements in the North West Province, were not effective. Ten sampled SGB chairpersons still maintain that corporal punishment can exercise a positive impact on learner behaviour as compared to alternative strategies to discipline. Sampled SGB chairpersons suggest that corporal punishment should be reinstated because it has proved in the past that it is the best strategy to deal with ill discipline. However, participants also feel that learner performance has declined drastically since the inception of the new South Africa when corporal punishment was abolished.

4.6.5 Approaches for effective management of discipline in the sampled primary schools

This section evaluates the disciplinary approach used in the sampled primary schools in the informal settlements in the North West Province to address ill-disciplined behaviour.

4.6.5.1 Teachers adopt a proactive, context driven approach

The researcher observed that all the sampled educators in primary schools in the informal settlements in the North West Province use curriculum delivery to maintain

good discipline in their classes and ensure that the classroom operates in a professional manner by:

- providing lessons that are relevant and of high interest;
- respecting individual differences;
- providing a positive classroom environment;
- establishing high expectations for achievement; and
- respecting the rights of individuals.

4.6.5.2 Teacher and parent discipline agreement contracts

The researcher has established that five of the twenty sampled primary schools use agreement contracts (between a learner and the school) strategy to address poor learner behaviour. Contracts usually involve the teacher and parents. The contract contains a statement of the expected behaviour and a timeline. Agreement contracts encourage learners to be responsible and accountable for their actions and behaviour.

4.6.5.3 Learner support groups

Support groups are small groups of learners often formed to address issues of concerns that have been raised, such as drinking/glue issues or family relationships concerns. These groups are led by an educator who has been trained in group facilitation. The researcher noted that four of the twenty sampled primary schools use support groups in Grade 7 classes to encourage delinquents to behave or conduct themselves well.

4.6.5.4 Mentoring programmes for the undisciplined learners

Two principals out of thirty participants in the sampled primary schools stated that they have developed effective mentoring programmes in which educators and SGBs spend quality time with learners identified by the school as being 'at risk' to motivate them to improve. Learners who have serious disciplinary challenges meet the mentor

on a regular basis to share life experiences with them. This one-on-one contact can be very helpful for learners with behavioural difficulties. Training and awareness sessions for the mentors are necessary prior to individual sessions with the learners.

4.6.5.5 After-school programmes

The researcher noticed that two schools were successful in developing after-school programmes for learners who require additional assistance with their academic work and social skills. Successful after-school programmes often combine academic enrichment with recreational activities. Learners are chosen to participate in these programmes held usually at the end of the school day and this instills discipline. These programmes are effective in managing discipline among the learners.

4.6.5.6 Use of suspension

The researcher observed that three schools use suspension as the last resort. Often suspensions result in learners being removed from the school for a short period of time. Suspensions provide the school with an opportunity to re-group and re-tool for the learner's return. It provides the learner an opportunity to think about what has led to his/her suspension. When learners are out of school, they miss classes, often cause problems for families and the communities and fail to understand suspension as a consequence. Thus, three out of the twenty sampled primary schools are using the concept of in-school suspension. Learners are removed to a designated area away from their peers and receive close supervision. As such learners are expected to complete their school work. This is positive for learners who do not view a suspension as a consequence. Suspensions should be followed up with a re-entry meeting and a plan for facilitating the positive return to school. However, suspension has not proved very effective.

4.7   CONCLUSION

Chapter four outlined and detailed the data analysis process. Owing to the nature of the study (case study, see par.1.21.4) data analysis was undertaken qualitatively.

The researcher presented and discussed data in relation to the research questions.

In the next chapter, the findings are interpreted according to responses to the key research questions as formulated during the interviews. Summary, conclusions and recommendations are also presented.

CHAPTER FIVE
SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   INTRODUCTION

Chapter four explored and discussed data analysis with reference to research questions, aims and objectives of the study. Data elicited from interviews, observation and document analysis was categorised, summarised and described in more meaningful terms. The data analysis process further conceptualised the lived experienced of the sampled groups. This chapter focused on the summary, findings, recommendations of the study and conclusion.

5.2   SUMMARY OF THE STUDY

Chapter one captured the orientation of the study by briefly indicating the historical perspective on school discipline in South African schools, the importance of discipline in the learning environment, research aims and objectives, the significance and justification of the study, research ethical considerations, the research limitations and chapter division of the intended study.

In chapter two, focus was placed on the analysis of management strategies used in the sampled primary schools in the informal settlements in the North West Province in the post democratic era with the specific reference to the South African legal framework and measures and procedures to deal with ill-disciplined behaviour.

Chapter three focused on the empirical research. The chapter stated the research methodology. The qualitative research design was clearly stated, described and discussed. The chapter also outlined strategies to collect and analyze data. As indicated in the design, this study is interpretative.

In chapter four, research data collected through empirical research were presented and discussed in relation to the research questions.

5.3   FINDINGS

This section presents major findings of the study. The discussions are drawn from the literature review, observations, data analysis and data interpretation. The findings indicate whether the objectives of the study were achieved or not. The findings are discussed in line with the research objectives as follows:

5.3.1   Objective one

To explore the current thinking and practice of discipline in the primary schools in the informal settlements in the North West Province

The findings of this research indicate that sampled groups in the informal settlements in the North West Province consider discipline as a yardstick to measure learners' attitudes and perceptions towards good behaviour and the manner in which learners should conduct themselves. Sampled principal, educators and SGB chairpersons further consider discipline as an important aspect in the life of the school and concurred that teaching and learning take place effectively and efficiently in a disciplined environment. The participants regard school discipline as the creation and maintenance of normal teaching and learning atmosphere through the formulation, implementation and observance of learners' code of conduct by learners. The participants further view discipline as training and correcting the character and the behaviour of learners aiming at producing self-control, self-respect, obedience, responsibility, accountability and commitment.

The new dispensation requires principals and educators to lead the process of learner discipline at school. Some principals and educators are not familiar with the legislation which deals with discipline. Therefore, principals and educators should familiarise themselves with legislation so that they can establish and maintain positive school discipline.

Learner behaviour has a significant impact on the performance, recruitment and retention of teachers. Issues of workload and poor pupil behaviour are important

factors in dissuading undergraduates from entering the teaching profession and in influencing serving teachers to leave the system. A poll of undergraduates found that feeling unsafe in the classroom was the greatest deterrent for entering the teaching profession.

One reason for the difficulty in forming a view on standards of behaviour in South African schools is the lack of comprehensive data on the subject beyond that relating to school exclusions. There is a particular absence of 'softer' data relating to the incidence and associated repercussions of low-level disruptive behaviour which does not result in exclusion. The Department of Basic Education does not collect or hold any data on injuries in school, although the Health and Safety records data on reported injuries to teachers involving acts of violence. However, only physical injuries suffered by people 'at work' are reportable, meaning that acts of violence against learners (who are categorized as members of the public and not 'at work'), are excluded from this data.

Current informal settlement school data does not fully represent the nature of behaviour in those schools and the impact this has on educators, learners and parents in North West Province. It is very difficult therefore to form an accurate judgment either of the reality of the situation in schools or whether there has been an improvement over time. Data should be collected and published annually by the Department from a representative sample of schools on the number of serious incidents in schools, including those which do not result in fixed-term or permanent exclusion. In order that a school's individual interpretation of 'challenging behaviour' is not taken as the only measure in establishing a picture of behaviour, this data should be complemented by survey data from teachers, learners and parents on their own experience of bad and disruptive behaviour and its effect on learners and educators.

The discipline of learners in terms of the South African legislation intends to create a conducive teaching and learning environment and that is most probably determined by management skills of principals, educators and SGBs. Therefore, principals, educators and SGB chairpersons should be on the lookout for anything that can

disrupt teaching and learning in the classroom and to take immediate appropriate action as required.

Principals and educators are not in the position to deal with ill-disciplined behaviour at school and lack skills to manage disciplinary challenges, therefore, the Department should introduce long courses on management of discipline in the classroom rather than limited opportunities (i.e. one day workshops and seminars on 'alternative strategies' of discipline).

5.3.2   Objective Two

To explore and describe the management strategies of discipline, currently used in primary schools in the informal settlements, in the North West Province

It is evident from the findings that many strategies are been used in different schools without evaluating whether these strategies are effective or not. There is an indication that some principals and educators do not have insight into legislation and as a result discipline is haphazardly managed. The findings from principals, educators and SGB chairpersons show that the participants are not sure about relevant strategies to manage discipline. Management strategies used are punitive rather than educative and corrective. Participants have used and implemented a variety of disciplinary management strategies such as the following:

- Some schools use positive reinforcement to encourage good discipline in the classroom. Positive reinforcement is grounded in educators' respect for learners and the desire to instil a sense of responsibility by enforcing rules promptly, consistently and equitably. Learners who behave positively are given positive responses that encourage and recognise progress in their behaviour.

- School rules are crucial in establishing and maintaining an environment which is conducive to teaching and learning as well as order, non-violence and safety in the playground and corridors. To attain effective discipline,

school rules should be clear and reasonable and intended to enhance the development of responsibilities instead of merely focused on control of learners.

- Parental involvement and participation in school affairs is essential, particularly in maintaining sound discipline. Learners spend more time at home; therefore, parents should guide learners to be more responsible and accountable for their actions and decisions.

5.3.3   Objective Three

To determine the impact of current management strategies of discipline in primary schools in the informal settlements in the North West Province

Many of the strategies and interventions used to address disciplinary issues at the school or classroom level are administrative in nature: these strategies and interventions involve the school principal or educators. Examples of these strategies and interventions include suspension policies, classroom rules, de-merit system, keeping record of offences, manual work, daily communication, debriefing and group conferencing.

The adoption of the Constitution of the Republic, the South African Schools Act, as well as the Education Laws Amendment Acts and international laws and treaties by the South African legislature created an entirely new educational dispensation in South Africa. The significant aspect of this era is the introduction of new laws applicable to school discipline.

Both the National and Provincial Departments of Education regard school discipline as part of learners' daily life. Hence the school is expected to implement management strategies of discipline proactively and constructively for learners to experience an educative environment. Nevertheless, the findings indicated that current disciplinary measures are not effective. Hence the following recommendations are made in the ensuing section.

5.4 RECOMMENDATIONS

The recommendations presented in this section are based on the findings of this study. These recommendations have significant implications in the management of discipline in schools in South Africa. Based on the findings, the researcher made the following recommendation:

5.4.1 An educative and corrective approach

Educators should use discipline rather than punitive measures because disciplinary measures are correctional and educational rather than punitive which at times do not correct poor behaviour. It is suggested that the learners should be subjected to an educative, corrective approach where they will learn to exercise self-control, to respect others and to accept the consequences of their acts. Educators should adopt alternatives to corporal punishment for effective discipline. In this regard, educators are encouraged to:

- present possible alternatives that focus on positive behaviour;
- focus on rewarding learners for their effort, as well as for good behaviour;
- discuss classroom rules and school rules with learners and reach an agreement on these rules. Learners will attempt to keep these rules because they have been consulted in their design;
- make use of measures that are respectful and dignified, as well as physically and verbally non-violent;
- use disciplinary measures in such a way that the consequences of breaking the rules are directly related to the learners' behaviour;
- use time-out that is open-ended and managed by the learner, who determines his/her readiness to gain self-control, e.g. a learner should be suspended or expelled for using drugs;
- implement measures that are based on empathy and an understanding of the individual and his/her needs, abilities, circumstances and developmental stage;

- recognise the fact that learners have an innate sense of self-discipline and can be self-regulatory;

- implement rules that selectively ignore minor behaviour, using reflection on an incident through give-and-take discussion;

- use measures that regard mistakes as an opportunity to learn, treat the learners with empathy, and give them the opportunity to express healthy remorse;

- focus on behaviour not the learner;

- address unacceptable learner behaviour;

- use positive words about the child. Naming, bad-mouthing and humiliation have been shown to lead to a lower self-esteem and become self-fulfilling prophecies (i.e. you are just lazy/stupid/fat/bad); and

- use guidance and counselling methods, especially with older children. If needed, call on a relative with whom the child has a special relationship, or an older person in the family or community whom the child respects. Ask this person to discuss the negative effects of the child's behaviour with him or her, and to give guidance on what is expected of the child.

5.4.2   Establishing a cooperative relationship

Educators should afford the learners his / her time and space by being available. This will enhance the educator-learner relationship. Cooperative educator-learner relationships develop a sense of responsibility and self-discipline in learners. Such learners are then able to interact freely and effectively in groups and experience a sense of fair treatment, care and respect. Educators should indicate to the learners that he or she is genuinely interested in their views. Schools are more successful when learners experience a sense of ownership and belonging. Involving learners in classroom decisions, valuing their contributions, respecting individual differences and helping them to meet their personal needs will have positive impact on their behaviour. To succeed in establishing cooperative relationships with learners, educators should do the following: know the learners; praise the learners genuinely and frequently; ensure the learners' academic and behavioural success; set high, but reasonable and attainable expectations for learning and behaviour; spend time

interacting with the learners; learn and use listening skills; design the classrooms to be appealing to the learners; celebrate learners' successes and achievements; and use humour whenever possible.

5.4.3   Parental involvement

Parents should be directly and indirectly involved in disciplinary measures and procedures of their children (i.e. in a formal meeting they should adopt a code of conduct for learners). Parental involvement has become the most essential strategy of discipline in the school. It is a recognized world-wide preventative strategy. Parental involvement is closely associated with positive experiences with children and schools. If parents do not participate in disciplining their children, any programme related to behaviour change that the school may start will not be effective. Parental involvement and participation in supporting school discipline has been relatively noted as an indispensable strategy to improve learner performance. Parents are expected to set standards of behaviour, clear expectations for their children, as well as establishing mutually agreed rules about homework and extracurricular activities. Parental involvement in a child's education and discipline are inseparable.

School Management Teams (SMTs) and the Education, Management and Governance Division (EMGD) at the District office should capacitate parents through regular workshops and seminars about their role in the school, particularly learner discipline. .

5.4.4   Reinforcing positive behaviour

Educators need to interact positively with learners and emphasise positive behaviours more than negative ones during teaching and learning. It is unfortunate that learners who are known as problematic become accustomed to hearing negative comments about their behaviour.

To reinforce positive behaviour, learners who behave positively/good, should be given positive responses that encourage, affirm and recognise progress in their behaviour. Positive responses may be praise or public acknowledgement such as badges or classroom awards. It can also be verbal or non-verbal in nature. Examples of verbal positive reinforcement include statements such as, good, beautiful, excellent and well done. Examples of non-verbal positive reinforcement includes actions, such as, smiling, clapping hands, thumbs up, pat on the back and shaking hands. Inappropriate behaviour of short duration, or minor deviations, should be ignored if reacting to them would interrupt the lesson.

5.4.5 The bio-physical theory and alternative discipline

The bio-physical theory explains human behaviour in terms of an analysis of metabolic, genetic, and neurological factors (Henly, 2010:14). This theory indicates that poor student behaviour, in some instances is caused by allergies, poisoning and neurological impairments. Henly (2010:14) further indicates that infections, lack of sleep, poor diet, and vision problems are other bio-physical explanations for lack of attention and poor behaviour in a classroom.

It is therefore important for educators to understand that medication is an accepted treatment for a wide range of challenging behaviours and behavioural conditions, including hyperactivity, inattention, aggression, self-injurious behaviour, depression, bipolar disorder, anxiety disorder and Tourette's syndrome (Scheuermann & Hall 2008:33). Mood disorders such as depression and anxiety can be treated by drugs. Lithium is prescribed for schizophrenia and amphetamines are used to treat attention deficits (Henly 2010:14).

Behavioural interventions and support include cancelling and couching. In this instance the educator needs to establish the cause of misbehaviour, and establish whether these kinds of challenges emanate from home or peer influence. Subsequently educators and parents should from time to time meet to discuss and come up with strategies for improving the behaviour of learners at school and at home.

5.4.6   Role of government in the management of discipline

It is ideal that government should provide educators with the appropriate strategies to manage discipline, supported by the relevant legal framework and not just guidelines. These guidelines should be clear and specific to be implemented.

5.4.7   Stakeholder involvement in the management of discipline

All stakeholders within the school should be abreast about issues of discipline and all stakeholders should participate in the formulation of policies which assist the school manage discipline. This approach will encourage all the stakeholders to assist schools with disciplinary management.

Figure 5.1: A proposed model for managing indiscipline in schools
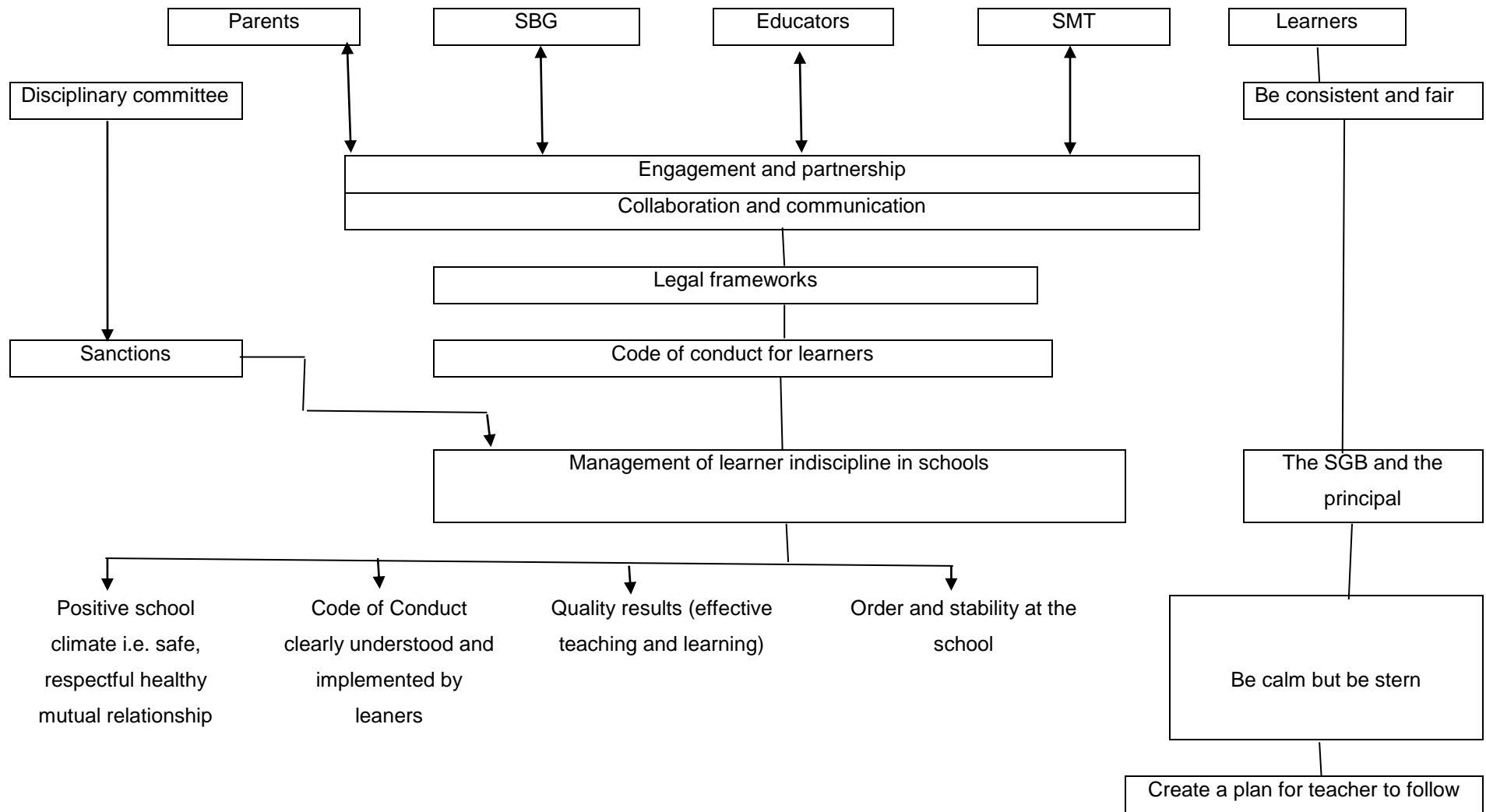
5.5   A PROPOSED MODEL FOR MANAGING INDISCIPLINE IN SCHOOLS

Figure is a model that shows that proper implementation of code of conduct for learners by the school can improve learner indiscipline in schools. This model can provide stepping stones required to reach the desired end.

The proposed model provides information about how to draw code of conduct for learners, disciplinary procedure and the type of the principal needed in the school, who will be able to guide and support the SGM in dealing with learner disciplinary challenges. The model starts with the identification of key stakeholders and their role in the management of learner indiscipline in schools.

Sound discipline in the school context create a positive climate. A positive learning and teaching environment is essential for learner achievement and wellbeing. There is a direct link between learners' success and the school environment in which learning takes place. Learners are more motivated to do well and to realise their full potential in schools that have a positive climate, where they feel safe and supported. A positive school environment exists when all members of the school community feel safe.

When a positive school environment exists:

- educators and learners feel safe;
- educators and learners demonstrate respect, fairness and kindness in their interaction and build healthy relationships;
- learners are encouraged and given support to be positive leaders e.g. encourage each other to obey their code of conduct because they have a clear understanding of code.

As much as it seems that most schools have code of conduct for learners, it needs to be used. Schools are supposed to provide every learner with a copy so that learners can refer to it from time to time (together with their parents). However, what is crucial is that the principal and SGB should ensure that contents of Code of Conduct for

learners are fully implemented when a need arises. Most schools have a Code of Conduct for learners, but it is rarely used due to the attitude and reluctancy of the principal and SGB.

5.6   CONCLUDING REMARKS

Chapter five outlined the summary, interpretation of analysed data and presented the findings, recommendations and conclusion.

The findings of this study will assist SGBs, principals and educators who are experiencing disciplinary challenges in schools. This study has proved that managing discipline is not an easy task. The study has also proved that participation of all stakeholders in the management of discipline in schools is important. Therefore, it is imperative to involve all stakeholders in discipline management. The study will also encourage the establishment of a conducive environment for effective teaching and learning through modelling good behaviour, reinforcement of good behaviour and implementation of an educative and corrective approach. Learner behaviour will also be improved. The empirical evidence presented in this study suggests that parental involvement can minimise disciplinary challenges at school by encouraging parents to participate in the discipline processes of their children. Schools should developing disciplinary strategies and policies to address disciplinary challenges rather than to cling to outdated and illegal corporal punishment.

Good discipline should correct bad behaviour rather control learners. Learners will be encouraged by principal, educators, SGBs and parents to obey or abide by the code of conduct.

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TRANSCRIBED VERBATIM REPORTS OF THE INTERVIEWS

APPENDIX A: INTERVIEW SCHEDULE FOR SGB – CHAIRPERSON

1.   What is your current thinking about school discipline?

CHAIRPERSON 1: School discipline is about good behaviour displayed by learners, wearing school uniform attending school regularly.

CHAIRPERSON 2: Sir, in my opinion, it is a yardstick to measure learners' attitude, and perception towards school discipline. One can say it reflects how one conducts himself/herself. It also reflects family values.

CHAIRPERSON 3: Meneer, I think the term school discipline refers to the manner at which learners should behave at school or the extent to which the learners obey school rules.

CHAIRPERSON 4: School discipline refers to manner at which learners conduct themselves at school. It is when a learner display expected behaviour, how learners relate to each other, how learners relate to the educators and other learners.

CHAIRPERSON 5: Meneer, school discipline is a broader concept but I think it basically outline how a learner respond at school, how a learner view and interpret code of conduct. In my opinion it simply explains good behaviour of learners at school. It is when a learner leaves according to the accepted expectations or moral society.

CHAIRPERSON 6: School discipline these days leaves should be desired as my colleagues have indicated, but I think school discipline need to be looked into as it leads to poor performance in many schools.

CHAIRPERSON 7: Sir, I think it is very bad. Our children do as they like in schools. There is no peace in our schools due to bullying as part of lack of discipline schools.

CHAIRPERSON 8: I think discipline is very poor. There is no discipline in our schools at all; it is not like when we were students. School discipline is about obeying school rules

CHAIRPERSON 9: Meneer, schools discipline is a challenge to tell the honest truth. Our children display unbecoming and poor behaviour. Children at school should be obedient.

CHAIRPERSON 10: "JONG", there is chaos at schools when one speaks of discipline. I think school discipline should be restored because it is out of control. Children do as they please. My understanding about school discipline is that it is about order at school

2.	What do you understand by school discipline?

CHAIRPERSON 1: As I have indicated early, school discipline is about doing what is right at school. It is about mutual respect between teachers and children.

CHAIRPERSON 2: School behaviour is when learners do what is right at school and on the right time. When children arrive on time and do homework

CHAIRPERSON 3: School behaviour is about mutual respect and mutual trust between learners and teachers and parent,

CHAIRPERSON 4: Discipline is an active teaching and learning process of helping children become cooperative people who can acquire the ability to become self – disciplined.

CHAIRPERSON 6: Meneer, school discipline refers to good behaviour displayed by learners i.e. wearing school uniform and coming to school on time.

CHAIRPERSON 7: Sir, basically it refers to a situation where learners obey the law and not fighting against each other.

CHAIRPERSON 8: Meneer: basically it refers to a situation whereby learners listen to their educators and respect each other.

CHAIRPERSON 9: Sir I think school discipline refers to good conduct whereby children at school listen and respect adults.

CHAIRPERSON 10: It refers to a situation where learners arrive on time, write home work, do tasks and assignments.

3.	Do you experience disciplinary challenges during and after school?

CHAIRPERSON 1: Since corporal punishment was outlawed, discipline in schools is a serious challenge learners come to school late. Teachers are complaining that they do not have any means of disciplining learners.

CHAIRPERSON 2: Bullying during the day and after school is a serious challenge. Learners fight each other using dangerous weapons like and bottles while on the way after school.

CHAIRPERSON 3: Learners do not have respect to the educators. They do not listen to anybody and they do not take instruction from parents and educators. They do as they like.

CHAIRPERSON 4: Meneer the behaviour of our learners is rotten. They swore and use vulgar language at school. They are unmannered.

CHAIRPERSON 5: Our letters influence each other to do wrong things. They even copy wrong things when one learner smokes or drinks alcohol others will follow. Primary school learners have started to smoke in the toilets.

CHAIRPERSON 6: Meneer, I am not sure to say at school, there are disciplinary challenges, but after school, I have seen learners fighting and swearing at each other.

CHAIRPERSON 7: Sir, all I can say, is that learners misbehave at school. They write vulgar language on the wall in the toilets and I have seen learners smoking.

CHAIRPERSON 8: Well, I can say that learners behave during school hours and after school. Some of them smoke dagga after school and fight each other.

CHAIRPERSON 9: It is not easy to explain the type of behaviour displayed by our children. You do not know where to start. It is very bad really. They come to school late, do not put on school uniform.

CHAIRPERSON 10: Learners behave during school time and after school. It is very bad after school, they walk on the road, and disturbing traffic and swearing at passengers as the vehicle pass by.

4.   So do you experience disciplinary challenges during and after school?

CHAIRPERSON 1: We do experience disciplinary challenges. Primary school learners fight each other. Bullying is rife at primary schools. Gangsterisms is also a challenge.

CHAIRPERSON 2: In most instances we have numerous reports that during break time, other learners steal food, sweets, money and clothes of other learners. The strong ones take food using force from other learners.

CHAIRPERSON 3: Yes, we do. Parents always complain about dirty books and clothes, contaminated by other learners, afterschool. Some learners throw other learners' books in the mud and in the soil. In some instances some learners tear off other learners' clothes, jerseys, socks and shoes.

CHAIRPERSON 4: Discipline here at school is a serious challenge during school and after school. Some learners steal pens, money, cell phones, watches and necklaces.

CHAIRPERSON 5: Since corporal punishment was outlawed, learners cannot be managed. During teaching time they make huge noise in the classrooms in the presence of the educators. They even disrupt teaching and learning by making noise and attaching each other in a wrong way. Some of them write their names or graffiti on the chairs and tables.

CHAIRPERSON 4: What type of disciplinary measures is applied at your school?

CHAIRPERSON 1: We don't have appropriate disciplinary measures. However we have disciplinary committees which deal with discipline. We keep record of learners who transgresses school rules.

CHAIRPERSON 2: Pending on the nature of the offence, we suspend learners with serious transgressions. We insist that they should stay one week or two weeks at home.

CHAIRPERSON 3: We normally call parents and state the case to them. Learners are given warnings, final handwritten warnings and keep records and promise that in the next offence, they will be dismissed.

CHAIRPERSON 4: We also keep the records because such learners are forced to appear before the joint setting of disciplinary committee and the school governing Body. We normally grill them with questions. Pending on the nature of the offence, we give them manual work under strong supervision of educators and after school not during teaching and learning time.

CHAIRPERSON 5: At our school we apply demerit system, whereby a learner will lose points which determines whether the learner will be allowed in the school or not. Learners with low points will be advised to go to another school because we cannot continue to keep learner with poor behaviour. Learners with poor behaviour are not allowed to participate in co-curricular activities or even to undergo educational tours. We also published names of learners who have misbehaved, every Friday.

CHAIRPERSON 6: To tell the truth Sir I don't know. I don't know what schools are using to maintain discipline.

CHAIRPERSON: We called parents to come and explain to them what their children are doing and request them to talk to their children. We also explain to them that we will dismiss them if they misbehave.

CHAIRPERSON 7: Sir, we write their names and offences in a record book and the school will subtract their marks.

CHAIRPERSON 8: Eish we are trying but it is not easy. We encourage teachers to give them manual work and those who refuse are returned home to bring their parents.

CHAIRPERSON 9: Teachers give naughty learners extra work. Those who do not write home works are made to write it on several occasions or write it during break time.

CHAIRPERSON 10: Sir, at our school learners who come late are made to run around until they sweat, at times they are made to sweep and dust all the classrooms.

5.	What is your role in drawing school policy in your school?

CHAIRPERSON 1: I think the government should reinstate corporal punishment. There should be a difference between corporal punishment and assault. During the era of Bophuthatswana corporal punishment was implemented well, for example the principal was the only one to administer corporal punishment and less than five lashes were administered. It was a corrective measure.

CHAIRPERSON 2: Parents should be workshop how to deal with discipline so that they can encourage learners to be responsible. The learners' rights should be coupled with responsibility. The government of this country has given our children too many rights and they are abusing these rights. So it should be the responsibility of every parent to teach his /her learner that rights go with responsibility.

CHAIRPERSON 3: I think to respond to this question, is to acknowledge that the home is the primary institution where learners should acquire or learn good behaviour. Parents should instil a mood of valuing societal norms highly and emphasize that even at school a learner should behave well. Every parent should support the school to deal with indiscipline rather than to be over protective and undermine the integrity of the educators in front of the learners.

CHAIRPERSON 4: I still feel that corporal punishment is the only solution to indiscipline at schools. In the past there was order and stability because educators had a way of dealing with indiscipline. Learners should be beaten with love to correct bad behaviour but not to be assaulted. We should bring corporal punishment back.

CHAIRPERSON 5: is high time that parents should be responsible in the upbringing of their children. Parents should be responsible and discipline their children. Parents and educators should work together than to criticize each other for indiscipline in schools. Educators should live by good examples. They should stop sending our children to 'spaza' shops to buy 'loosdraw' and liquor. The moment they do this they also encourage our children to smoke and to drink alcohol. Sat the same time teachers should come on time, teach our children and give us feedback about performance of our own learners on time. They should do what is right and emulation by our learners.

CHAIRPERSON 6: Meneer, in the workshop we were told that it I sour duty to draw school policy. So as I participate in the process of adopting the school policy.

CHAIRPERSON 7: Sir, we meet with parents and ask them how the policy should be prepared. So I make sure that parents' inputs are also considered.

CHAIRPERSON 8: all the learners have a copy of school policy.

CHAIRPERSON 9: Sir, I have computer schools so, I am the one who type the school policy and generate copies to all the stakeholders.

CHAIRPERSON SGB 10: Sir, I have played a dominant role in drawing of the school policy. I have advices the principal that our school policy should be in line with SASA as we were taught in the workshops.

6.   What can be done to improve discipline in your school?

CHAIRPERSON 1: The best way to maintain good discipline is to administer corporal punishment. Learners should be beaten strongly until they do what is right.

CHAIRPERSON 2: Learners "soek karabas" Corporal punishment can solve us many problems. In past years there was discipline in schools because teachers were allowed to ' box ' naughty the learners.

CHAIRPERSON 3: Meneer, Children should be beaten, heavily, that is all.

CHAIRPERSON 4: I m sick and tired about children s' rights. Government is spoiling our children about this rights that is why our learners are ill-discipline because they know that they will never be punished.

CHAIRPERSON 5: It is important to acknowledge role of parents

CHAIRPERSON 6: Sir, I think parental involvement is key in this regard. Parents should discipline their children at home so that the same behaviour should be displayed.

CHAIRPERSON 7: Sir, I agree with the former speaker, emphasis of family valued is important. So in our meetings we should educate parents that good discipline emanates from home, so that we should have good discipline.

CHAIRPERSON 8: Sir, I agree but I think teachers themselves should lead by good examples. Some educators smoke, drink alcohol in front of the learners at school and use abusive language. Henceforth we should have meetings with educators and tell them straight that they should behave and leave up to societal expectations so that they build our children.

CHAIRPERSON 9: I think pastors; (priests) should be involved in maintaining good discipline.

CHAIRPERSON 10: Is true and I am thinking the social worker and policeman should also play a role. They should time to time be called to address learners.

APPENDIX B: INTERVIEW SCHEDULE FOR EDUCATORS

1.   What is your current thinking about classroom discipline?

EDUCATOR 1: I think classroom discipline refers to a conducive teaching and learning situation in the classroom, where there is order in the classroom, learners arranged in rows wearing school uniform where there is harmony, peace and eager to learn.

EDUCATOR 2: I think classroom discipline these days leaves much to be desired. My colleague has outlined clearly what an ideal classroom entails. Unfortunately this is not what one experiences in the classroom. Learners do not obey classroom rules; lot of fighting is going on, and graffiti. The behaviour of primary school learners in informal settle equates the behaviour of learners in a secondary school. They do abnormal and irritating things. They behave very strange in the classroom.

EDUCATOR 3: Classroom discipline is a serious challenge for now. Learners are not ready to learn. They are in disciplined, rude, stubborn and unruly. They do not write home works, they are always absent themselves from school without a valid reason.

EDUCATOR 4: These days classroom discipline is very poor, that is why most learners are not doing well. In my opinion poor performance should be attributed to poor behaviour. Experience has proved that disciplined learners are performing far much better than learners with poor behaviour.

EDUCATOR 5: Meneer, the moral in the teaching maternity is very low; most educators would like to exit the system. This challenge is aggravated by poor behaviour or indiscipline behaviour. Educators are being charged on grounds of ill-treating the learners when they are trying to correct bad behaviour. They are being charged with violation of legal frame – works which protects children. Alternative strategies to corporal punishment are not working. Classroom discipline is very bad these days as compared to era of Bantu Stand (Bophuthatswana). I think classroom discipline, currently is in a bad state.

EDUCATOR 6: I think classroom discipline is in a bad state at our school. Learners do not respect each other, they do as they please.

EDUCATOR 7: I am of the opinion that classroom discipline leaves much to be desired. Is high time that parents should assist otherwise the situation is getting worse.

EDUCATOR 8: I think the current setup in school discipline is very bad. Teaching and learning is always compromised due to an in conducive environment that is caused by indiscipline in schools.

EDUCATOR 9: Sir, I don't know what to say but it is very bad and the current legislative frameworks did not encourage learners to be responsible for their actions.

EDUCATOR 10: Mr, this is an uneasy issue because of the policies.

2   What does classroom discipline mean to you?

EDUCATOR 1: Sir, it means order and stability in the classroom; learners coming to class on time and mutual respect.

EDUCATOR 2: Meneer, I think it is when learners obey classroom rules. It refers to learners writing class works, assignments, tests and doing the projects.

EDUCATOR 3: Sir, to me it means a conducive teaching and learning will occur without disturbances. It is when learners are well-behaved when there is silence with limited movement of learners.

EDUCATOR 4: Meneer, I think it is when learners are ready to accept punishment and view it as a measure to correct unacceptable behaviour. In this instance learners notice the importance of good behaviour in a classroom.

EDUCATOR 5: Sir, I think a classroom where there is good discipline is clean and tidy; every learner takes responsibility of ensuring that the environment is very clean to enable effective teaching and learning.

EDUCATOR 6 In essence classroom discipline refers to a good or accepted behaviour in a classroom, to enable effective teaching and learning to occur without being disturbed.

EDUCATOR 7 Sir, it refers to good behaviour, order and stability in the classroom, where there is mutual respect and love among learners in the classroom.

EDUCATOR 8 Sir, I think classroom discipline refers to good of learners, whereby classrooms, projects and assignments are done and submitted on time.

EDUCATOR 9: Meneer, a good classroom discipline is an ideal situation which enables effective teaching to take place.

EDUCATOR 10: Meneer, I view an environment which is conducive for effective teaching and learning as an ideal situation where there is high value for discipline.

3.   How is discipline in your classroom?

EDUCATOR 1: Truly speaking there is no order in many classes. Learners misbehave, they walk on the tables and chairs, they fight in class and some learners bully others.

EDUCATOR 2: The situation in my class is very bad. Learners come to school as they like with no explanation from the parents. In some instances learners just leave the classroom with permission and go to the toilet for a long time, sometimes they just go home without having notified me.

EDUCATOR 3: It is worse and parents are not supportive to maintain good discipline in the classroom. They do not ensure that learners do/write home works. Parents send educators bad messages. Some learners have learnt village language from parents to say that teachers are being paid and hence they should do their work. As a result behaviour of learners is accelerated by parents. Some of the parents go to an extent of telling their children that when educators trouble them in class they will come and beat the educators. As such learners tend not to respect the educators knowing very well that they can be beaten by their parents.

EDUCATOR 4: Sir, discipline in my class is very bad. There are grade 7 learners who smoke glue. Once they smoke glue, they become unruly and even go to an extent of threatening to beat the educators because they are discriminated.

EDUCATOR 5: Meneer teaching is no longer a noble profession. Instead of teaching the learners we spend the time counselling and policing some of the learners. At primary school level learners do not put on school uniform, they wear jeans and tekkies to school

EDUCATOR 6: Well, it is not so good. Learners arrive late at school and after break.

EDUCATOR 7: I have noticed that some learners do not attend some periods, particularly if they did not do homework of a particular period.

EDUCATOR 8: Discipline in my classroom is a serious challenge. Bulling in the class is very high, graffiti o corridor walls is a challenge. What is disturbing is that most of the learners do not do their home works.

EDUCATOR 9: Majority of our learners are absent from school. Learners are always without a valid reason and not even accounting for absenteeism.

EDUCATOR 10: Sir, I have a challenge of noise making in my class. Learners make noise as they like even if a teacher is in class. Some throw pencils and pens across the class in my class

4.   What type of disciplinary measures do you apply in your classroom?

EDUCATOR 1: There are classroom rules that should be obeyed by all the learners. Learners themselves have compiled classroom rules, so they are supposed to own them. They are supposed to stick to them and encourage each other to behave.

EDUCATOR 2: Learners have been introduced to de-merit system. Learners are aware of loosing points but moist of them don't worry whether they lose the points or mot.

EDUCATOR 3: Sir, I make those learners who transgress classroom rules, to perform manual work for example sweeping and scrubbing the floor after school. Learners who have committed serious offences are given manual work; they clean the windows and arrange tables and chairs in the classroom.

EDUCATOR 4: Inclusion of co-curricular activities in the curriculum makes a positive impact on learner performance. Learners who participate in extra-mural activities seem to behave well, so I always instil responsibility from extramural activities.

EDUCATOR 5: Sir, I always appreciate good behaviour. I encourage all learners to behave well and I reward learners who behave well on monthly basis. Earners who wear school uniform always, who do their home-works, punctual and who respect other learners, always receive floating trophies and certificates.

EDUCATOR 6: Sir, I have tried number of strategies, but the one in have used several times are demerits, as I feel it has improved classroom discipline to a great deal.

EDUCATOR 7: Learners are made to clean the toilets and verandas, as a measure of correcting bad behaviour.

EDUCATOR 8: Sir to improve classroom discipline, I have assigned the naughty learners with the task of being responsible for as class monitors.

EDUCATOR 9: Meneer, I have listed learners with poor behaviour and placed in on the wall and it is removed after a month.

EDUCATOR 10: Sir, learners who are indiscipline are asked to bring their parents to school and parents are engaged with the purpose of involving them to remedy the situation.

5.   How do you approach discipline in your classroom?

EDUCATOR 1: It is not an easy task. I normally motivate learners to behave well, to their school work, wear school uniform.

EDUCATOR 2: I normally show them the importance of good discipline and encourage them to participate during the drawing of classroom rules and encourage them to share good practices.

EDUCATOR 3: Naughty learners are always given leadership role and request them to report. They are usually requested to become team leaders, class monitors, head boy and head girl. In this manner learners change their behaviour and attitude because they know they have a responsibility to display.

EDUCATOR 4: at the beginning of the year, I collect all the parents and explain to them classroom rules and possible punishment that will be mired out. Parents have to sign classroom rules and code of conduct to agree that learners should stick to and obey the code of conduct and classroom rules. In essence parents agree that they will encourage their children to behave well.

EDUCATOR 5: When it comes to discipline I tend to believe that parents are key. Discipline begins at home. Parents of badly behaved pupils should be work shopped on how to control their children. In parents' meetings, parents' evenings and community meetings we ….

EDUCATOR 6: I have ensured learners have owned code of conduct or learners. They are supposed to ensure that they value and respect it e.g. observing punctuality.

EDUCATOR 7: Sir, learners who came to class late are supposed to come and greet me on daily basis, in this way learners will be obliged to improve and come up on time.

EDUCATOR 8: Meneer, record keeping of learners who misbehave is important. Learners are made aware that their names are kept in the school records with understanding that they may be expelled if they misbehave further.

EDUCATOR 9: Sir, learners with poor behaviour are instructed to improve and they are monitored to ascertain whether they improve results.

EDUCATOR 10: Pastors, social workers and police are invited to come and give good morals at the school, and advise educators to improve.

6.   Which alternative strategies of discipline are used at your school?

EDUCATOR 1: One of the alternative strategies that we make use of at school is suspension. Pending on the nature of offences but with extreme offences learners are instructed not to enter the school premises for a week or two, after consultation with the parents.

EDUCATOR 2: In some instances learners are detained or asked to stay at school at the end of the school day. The learners should work for 30 minutes or an hour more before they are allowed to leave the school.

EDUCATOR 3: when a learner has committed serious offence, such a learner is excluded from the school at the end of the year and cannot be allowed to come back. Alternative school should be found for such a learner.

EDUCATOR 4: At our school, we use repetition as a form of disciplining learners. If a learner does something wrong she / he will be made to write a sentence many times (fifty times) on a sheet of paper, for example if a learner come to school late, he /she will have to write a sentence in which he/she commits that he/she will be punctual.

EDUCATOR 5: We apply Demesi System whereby we will subtract points or marks from the learners' quarterly marks, so that they can feel the pain of not behaving well.

EDUCATOR 6: Sir, we have drawn code of classroom policy for all the learners and we have involved stakeholders i.e. parents, SGB, educators, learners, pastors/priests and business community. Learners are encouraged to own classroom policy.

EDUCATOR 7: Meneer, every learner has signed a commitment of good behaviour whereby learners will observe punctuality, write home works, do home works and assignments.

EDUCATOR 8: Sir, we value demerit system as a form of ensuring good discipline in schools. We also keep record of learners who were punished.

EDUCATOR 9: Sir, record keeping of learners who have misbehaved is important. Their offences are also enlisted and time to time they are referred to disciplinary book and ultimately they will be dismissed from school.

EDUCATOR 10: Manual works, as a form of alternative strategies to discipline, are used to maintain sound discipline. Learners are always under supervision and record keeping is also important.

7.   How effective do you find alternative strategies to discipline in your classroom?

EDUCATOR 1: Alternative strategies to discipline are not effective at all. To side an example once detention is applied as a means of correcting bad behaviour, learners make a joke out of it. Hey enjoy staying a long time at school and not going home on time.

EDUCATOR 2: They are not effective at all. There is no improvement in the behaviour of learners. At times they continue to laugh at us when we are trying to discipline.

EDUCATOR 3: To a little extend, alternative to corporal punishment would make an impact. Still late coming is a challenge and some learners do not write or do their home works, projects and assignment.

EDUCATOR 4: I would not say alternatives to corporal punishment are not working. There is little improvement registered. Fifty percent of learners have improved their behaviour.

EDUCATOR 5: In our school some of these alternatives to corporal punishment put us I trouble. A parent took the school to task for applying retention. After retaining a child at school, on the way home a child ended being raped. So these alternatives to corporal punishment are not working and educators can end us being in trouble.

EDUCATOR 6: Alternative strategies to discipline in the classroom are not that effective. Learners continue to misbehave because these strategies are not clear in case learners to not comply still.

EDUCATOR 7: I am convinced these strategies have improved the circumstances in the classroom. Classroom discipline has improved to a great deal.

EDUCATOR 8: Sir, to a limited extend classroom discipline has improved. It is not like before in terms of classroom discipline.

EDUCATOR 9: Meneer, I would not say alternative strategies to discipline have corrected the situation but I should agree that it is better as compared to the past.

EDUCATOR 10: Meneer, I don't believe that alternative strategies have real remedy to the situation but to a limited extend it is far much better

8. Does your school have disciplinary policy?

EDUCATOR 1: Yes Sir, we do. Learners' parents were part during the formulation of the disciplinary policy.

EDUCATOR 2: No, Sir/ We do not have disciplinary policy. Instead we have code of conduct for learners. I think it is pivoted that we should have disciplinary policy.

EDUCATOR 3: No we do not have disciplinary policy. Sir I think we are just implementing disciplinary procedures without a policy. I think is key that we need to have a policy.

EDUCATOR 4: We have disciplinary policy at our school. We are in the position to discipline the learners. Serious challenge is that alternatives to discipline do not do a great deal for us.

EDUCATOR 5: We have disciplinary policy at school but the challenge is to implement that policy. It is on paper but it is not practical due to the attitude of our parents. Parents in most

instances are negative. They tend to be overprotective. Some of them would even deny that their children misbehave at school. When learners fail, they feel that teachers are not doing their work properly, they insists that their children are intelligent but incompetent and unqualified teachers teach their children.

EDUCATOR 6: Sir, I have developed classroom policy and every learner has been given a copy.

EDUCATOR 7: Yes, Sir our school has disciplinary policy which has been adopted by all stakeholders.

EDUCATOR 8: Yes, Sir we have developed disciplinary policy and it is owned by all the learners and every learner has a copy.

EDUCATOR 9: Yes, Sir we do have disciplinary policy at our school and it is highly valued by stakeholder.

EDUCATOR 10: We do have disciplinary policy at our school and it is supported by legal framework.

9.   How do you deal with disciplinary challenges in your school?

EDUCATOR 1: SGB have established disciplinary committee, as a sub-committee of the SGB, which constitutes of representatives from SGB, educators, parents, priests and adopt a cop member.

EDUCATOR 2: Learners are encouraged to obey classroom rules and school policy. Learners who can adhere to schools are reprimanded and their parents are called to be informed by indiscipline behaviour of their children.

EDUCATOR 3: Record keeping of indiscipline behaviour on its own is a disciplinary measure. Every time a child does something he / she will be reminded of his/her record.

EDUCATOR 4: at the end of every term, we award those learners who have displayed good behaviour with the intention of motivating others to behave at all times.

EDUCATOR 5: Learners with poor behaviour are being given leadership responsibilities and to report to the educators about progress in the task given. Such learners are being encouraged to make presentation about "the impact of good discipline in the learning environment", at the assembly. Such learners are encouraged to participate in school debates, Christian movement, and sports, because co-curricular activities have impact in improving discipline.

EDUCATOR 6: Sir, in case learners cannot be disciplined parents are called to school to assist the school with disciplinary challenges. Parents are also meant to understand the importance of sound discipline in class and in the school.

EDUCATOR 7: Learners with poor behaviour are subjected to disciplinary procedure and they appear before disciplinary committee for disciplinary hearing.

EDUCATOR 8: We normally ask pastors/priests to visit our school to give moral support and counsel the naughty learners.

EDUCATOR 9: Sir, we have adopted a policeman at the school, to assist with safety with safety and security, and discipline of learners. The police officer also breaches good behaviour.

EDUCATOR 10: Meneer, the school has established relationship with the social workers so that social workers can assist the school with social challenges which impact negatively on the school discipline. Sir, to a limited extend classroom discipline has improved. It is not like before in terms of classroom discipline.

10.   Do you think parents support your school in maintaining sound discipline?

EDUCATOR 1: Parents are not supportive at all. Instead they complicate the situation by encouraging learners to refuse to take orders because they will not be beaten or harassed by educators.

EDUCATOR 2: The community in which we operate do not value morals. Some of the parents come to school being drunk or still have a bottle of alcohol busy drinking in front of learners. Some parents smoke dagga openly their allegations that some parents are using drugs. Poverty is very vile to an extend that most parents are not working; their family sleep in a one room shack. As such parents do wrong things in front of children, argue and fight in front of their children and using vulgar language. In these kinds of circumstances, there will be no parental involvement because parents do not know/ understand what parental involvement entails.

EDUCATOR 3: Parents are not supportive at all. Some parents are just ignorant. Parents do not want to take responsibility; they feel comfortable when children are at school. They feel relieved of challenges of demands made by children to them.

EDUCATOR 4: Some parents refused to come to school whenever they are requested to avail themselves at school due to indiscipline or serious offences done by their children.

EDUCATOR 5: Most parents are so irresponsible that they don't collect quarterly reports of their children, even end of year reports are not collected. Simply indicates that parents are not supportive at all.

EDUCATOR 6: Sir, to tell the truth parents do help but it is not so effective in maintaining sound discipline.

EDUCATOR 7: Parents do help but it is not to a great extend. Intervention of parents is key but parents cannot assist because they lack that skill.

EDUCATOR 8: Some parents do assist in maintaining sound discipline in schools.

EDUCATOR 9: Not all the parents are of help. Some parents do help the school in maintaining sound discipline.

EDUCATOR 10: Sir, I am convinced that parents play a vital role in the maintenance of a sound discipline at our school.

APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

1.   What is your current thinking about school discipline?

PRINCIPAL 1: School discipline is an important task to be performed by educators. Therefore school discipline accelerates/ assists learners to become self – reliant.

PRINCIPAL 2: School discipline refers to good behaviour that should be displayed by learners. Hence learners are guided to improve behaviour at school.

PRINCIPAL 3: Sir, I think school discipline is a tool to be used to eradicate misbehaviour and disobedience. It encourages good behaviour.

PRINCIPAL 4: I think good discipline is supposed to trigger good mutual relationship between educators and learners because a positive relationship in a school situation is imperative for effective teaching and learning.

PRINCIPAL 5: I think discipline in the school is important as compared to corporal punishment, in the sense that educators view corporal punishment as corrective approach in which they learn to exercise self – control, respect others and build self – control.

PRINCIPAL 5: I am convinced that through good school discipline learners are able to acquire leadership qualities and they can assist to maintain and improve school discipline.

PRINCIPAL 6: I think through school discipline learners are empowered and they also acquire an element of self – central.

PRINCIPAL 7: Sir, I support my colleague that school discipline is a technique which enables learners to be more accountable and responsible

PRINCIPAL 8: School discipline encourages independent thinking, honesty, high value of morals.

PRINCIPAL 9: School discipline creates a positive learning environment where there is order, safe and culture of good practices.

PRINCIPAL 10: I think good school discipline is a strategy for continuous improvement. Educators and learners work together to produce good results. In these circumstances learners are ready to learn and improve continuously.

2.	What does discipline mean to you at school

PRINCIPAL 1: My understanding is that there should be order, stability, harmony and mutual respect in the school.

PRINCIPAL 2: it means there should be uniform and uniformity. Learners should be in school uniform and doing school and coming to school on time.

PRINCIPAL 3: It refers to the situation where there is observance of school rules and regulation. Learners repent on time and they are always well-arranged in a classroom, there is no challenge of noise making in the class.

PRINCIPAL 4: it is when bullying is highly minimal and learners respect each other.

PRINCIPAL 5: Sir, I think it refers to the conducive environment for effective teaching and learning. The environment is kept tidy; papers are not littered in the class and on school grounds.

PRINCIPAL 6: I think is when parents support the school. Parents assist and support the school to discipline the learners.

PRINCIPAL 7: I think, it is when there is no indication of smoking, when learners do not drink alcohol and not smoking dagga.

PRINCIPAL 8: I am out of the opinion that it refers to the good behaviour whereby learners respect each other and support each other.

PRINCIPAL 9 : I share the same sentiments with my colleagues to say that discipline in the school is when there is order, high value of morals where learners are eager to learn on their own and most of the learners attaining as a result of good discipline.

PRINCIPAL 10: Discipline basically explains the accepted behaviour displayed by the learner, where there is strong adherence top code of conduct, high observance of classroom rules. In this instance, home works are written and submitted on time, corrections being done and learners being eager to learn on their own.

3.	How is discipline at your school?

PRINCIPAL 1: Discipline at the school is very poor. Learners do not observe punctuality, they come to school very late and they are not eager to improve.

PRINCIPAL 2: Learners are not under control; their behaviour is so bad that it can be compared with the secondary school.

PRINCIPAL 3: I think my school is the worst. Learners leave the school premises as they like. They jump the fence unnoticed and go to the shops to play machines.

PRINCIPAL 4: We are experiencing a serious challenge of bullying at the school. The senior learners always grab money, food and cool drinks from the young ones.

PRINCIPAL 5: Sir you will not believe me if I inform you that I have learners who smoke glue, cigarettes and there are allegations that some few learners are using drugs.

PRINCIPAL 6: We have a serious challenge of learners who cannot behave well at school but I think challenge of discipline emanates from home. We should remember that our schools are located in informal settlement where in every homestead morals or ethics is not considered or not. Members of the family do not reprimand learners when they do wrong things.

PRINCIPAL 7: I really support the previous speaker that discipline will always be a challenge due to the geographical position on which our schools are located. I think bad behaviour likes swearing and disrespect that learners display at school is immolation from the parents.

PRINCIPAL 8: Sir, can you believe me if I tell you that I have a case in my office as I speak of a grade 65 boy who the educators allege that he was caught removing clothes, the dress and underwear from a grade 6 girl. Learners can do amazing things.

PRINCIPAL 9: It leaves much to be desired. I feel like transferring to another school. Every day there is a case of theft in my office. Some learners still items like pens, pencils, food, money, textbooks and jerseys of other children.

PRINCIPAL 10: I wish I can go on pension now. I am a Principal of a Primary school but I have tough time as if I am leading a secondary school. To quote an example, I have a case in my office of a grade 7 learner who threatened a lady teacher that if she continues to reprimand him, he will stab a teacher with a knife. But beside I am faced with challenges of learners, chewing gums in class, playing truant, smoking in the toilets, running in the corridors, carrying a dangerous weapon for example knives at school, not listening in class and leaving the classroom without permission.

4.   What type of disciplinary measures is applied at your school?

PRINCIPAL 1: Learners who transgress school rules are given manual work after school under the supervision of a teacher.

PRINCIPAL 2: We also apply the same method. We detain them after school and insist that they should write work which they failed to submit on time.

PRINCIPAL 3: Sir, pending on the nature or seriousness of the offence, the school suspends learners through the endorsement of Head of the Department for period not more than two weeks.

PRINCIPAL 4: Learners with serious behaviour are expelled from the school by the SGB, although this strategy is not working much.

PRINCIPAL 5: At our school we normally enlist names of learners who have misbehaved or published the papers at the strategic positions for a week.

PRINCIPAL 6: at our school, discipline is the competency of the disciplinary committee. The disciplinary committee always counsel learners, give them moral support. In some instances a Priest is called to come and preach and advice learners.

PRINCIPAL 7: We keep a record of all those learners who do not behave well and whenever a child is requesting for a testimonial we refer to the record.

PRINCIPAL 8: We have educators who have been allocated naughty learners with the intention of converting those learners. Every educator should have a daily contact section with that particular learner to try to build or change the behaviour of the learner.

PRINCIPAL 9: Repetition is also use at the school as means of correcting bad behaviour, for example, learners who do not write home works are made to write many at times.

PRINCIPAL 10: Sir, we have noticed that discipline at school is very bad and even at home is not good. Discipline begins at home. Therefore we have requested school inspectors to conduct workshops of parents whose children behaved badly, to teach them how to control their children.

5.   How do you approach discipline?

PRINCIPAL 1: We explain the importance of discipline at school and request the learners to behave well at school.

PRINCIPAL 2: at the assembly Priests emphasises the importance of discipline and advice learners to behave well.

PRINCIPAL 3: Learners are involved in the disciplinary measures developed by the school e.g. learners became part of communicating classroom rules.

PRINCIPAL 4: The school has notices placards encouraging good behaviour.

PRINCIPAL 5: I agree with the previous speaker, at our school we have stipulated things that learners should not do at school e.g. not a smoking zone.

PRINCIPAL 6 : Learners themselves encourage each other to behave well e.g. At the assembly heard boy and heard girl are given slots to advice learners about punctuality, importance of doing home works and importance of adhering to code of conduct of learners and classroom rules.

PRINCIPAL 7: We have encouraged all the learners to report bad behaviour.

PRINCIPAL 8: Parents have been given copies of code of conduct and advise learners to stick to code of conduct.

PRINCIPAL 9: in all the meetings, we talk about discipline and ensure that schools improve on discipline.

PRINCIPAL 10: Once in a time we invite motivational speakers to come and motivate earners to behave well.

6.   Which alternative strategies to discipline are used at your school?

PRINCIPAL 1: At our school we normally make them to clean the toilets or remove waste material from the school grounds and clean the surroundings.

PRINCIPAL 2: As I have indicated earlier on learners who did not do home works are made to do it during break time if not after school but under supervision of educators.

PRINCIPAL 3: The school has developed disciplinary committee to deal with indiscipline. The disciplinary committee recommends expulsion from the SGB if learners have done something seriously wrong.

PRINCIPAL 4: We normally prepare some notices reminding students to behave well. At the assembly staff members give them moral support and encourage them to behave well.

PRINCIPAL 5: At our school we invite social workers and priests to teach and encourage learners to behave well.

PRINCIPAL 6: Sir, beside that staff members assist in dealing with discipline, parents are being capacitate by departmental officials in meetings, to assist schools with discipline.

PRINCIPAL 7: All learners are always subjected to the code of conduct and classroom rules. Learners who transgress code of conduct are expelled from school after series of interventions.

PRINCIPAL 8: we use extrinsic motivation to encourage good behaviour as strategy to minimise indiscipline. Those learners who behave well are given certificates, trophies and presents at assembly in the presence of all the learners.

PRINCIPAL 9: I support the latter speaker. Reinforcing good behaviour can be a good strategy to deal with indiscipline. Indiscipline behaviour can be reduced because every child wants recognition as such an indiscipline learner can suddenly change his / her behaviour and behaviour.

PRINCIPAL 10: Adopt a cop strategy can also assist to maintain good discipline. In this instance a police officer is given a task of working closely to the school and advice learners to refrain from bad behaviour and behave as expected.

7.   How effective does you find alternative strategies of school discipline?

PRINCIPAL 1: In my opinion alternative strategies to discipline are not working at all. It is just waste of time and energy.

PRINCIPAL 2: There is no improvement in learner discipline, even though alternative strategies have been implemented. Learners have continued to come to school late and bullying is still a challenge.

PRINCIPAL 3: I don't think alternative strategies to school discipline are working.

PRINCIPAL 4: Alternative to discipline is not effective. To a limited extend, on can conclude that they make low impact in improving discipline.

PRINCIPAL 5: Well, not all of these strategies are bad. I have noticed that at my school repetition has improved lot. Learners, who did not write their home works, were made to write several times on a scribbler. As I speak 90 % of our learners do their home works as compared to before.

PRINCIPAL 6: these days truly speaking discipline at my school is a challenge. This challenge is aggravated by the fact that learners are residing in an informal settlement where there are no societal ethics/moral.

PRINCIPAL 7: I tend to agree with my colleague. Alternative strategies to discipline are not working at all.

PRINCIPAL 8: To a certain extent, I am of the opinion that alternative strategy to discipline had limited impact on school discipline. Discipline is still a challenge at many of our schools. Learners still speak badly of educators and they do not obey school rules and classroom rules.

PRINCIPAL 9: Well to certain extends one can conclude that alternative strategy to school discipline did not address disciplinary challenges in schools. However there is an improvement in learner behaviour.

PRINCIPAL 10: Alternative strategy to discipline has improved discipline in schools to a greater extend taking into account that since the inception of the new South Africa discipline has collapsed in schools. Therefore I am of the opinion that discipline has improved to a great deal.

8.   How do you rate alternative strategies of school discipline?

PRINCIPAL 1: I have indicated earlier that alternative strategies to discipline are not working hence I am of the opinion that ninety eight percent of these strategies are not working.

PRINCIPAL 2: I share the same sentiments with the previous speaker 100 percent of alternative strategies to school discipline are not working at all.

PRINCIPAL 3: I am of the opinion that educators themselves are that discipline in schools is a serious challenge hence one can say that 100% of alternative strategies to discipline are not effective.

PRINCIPAL 4: To rate alternatives to school discipline I can say 95% are not functional.

PRINCIPAL 5: I can say that attempt by alternative strategies to discipline, is fair (50%).

PRINCIPAL 6: I still maintain that strategies to discipline are bad. To rate them I can say 80% of alternative strategy to discipline are failing.

PRINCIPAL 7: I have already indicated that alternatives to school discipline are not good. They so not address challenge of school discipline; as such I fee 90% of these strategies are failing.

PRINCIPAL 8: I have indicated that school discipline remains to be a challenge however alternative strategies to discipline can be rated 70% not addressing the challenges really.

PRINCIPAL 9: it is not that all the alternative strategies to discipline are failing. I can say 65% of strategies are failing.

PRINCIPAL 10: I think 80 % of alternative strategies at school discipline are good. School discipline has really improved.

9.   What role do you play in ensuring sound discipline in your school?

PRINCIPAL 1: I am an Ex –officio member of the SGB. My role is to advice the SGB accordingly. Based on this, I have advised the SGB to revise code of conduct for learner and have made sure that every parent gets a copy and have encouraged parents to make sure that learners adhere or abide to the code of conduct.

PRINCIPAL 2: I have ensured that all the class teachers have developed classroom rules. In this instances learners own the policy because they were consulted actually they are the ones who have endorsed aspects that should be done and which are non-supposed to be done. As the principal I encourage learners to abide by the classroom rules.

PRINCIPAL 3: I have established a disciplinary committee (as sub-committee of the SGB). I am the chairperson of this committee (recommended) by the SGB. I take lead in disciplining learners who have transgressed school rules.

PRINCIPAL 4: I have endured that the school has developed disciplinary policy so that we can address discipline challenges in terms of the policy. This policy was adopted by the staff members, SGB and parents in a formal meeting. Therefore learners are disciplined in terms of the policy.

PRINCIPAL 5: I keep register of learners who came to school late and who are involved in serious offences.

PRINCIPAL 6: At our school, I am the one who supervise learners who are disciplined through manual work, retention and so forth. I remain with them after hours together with the support staff.

PRINCIPAL 7: At our school time to time learners who have transgressed the law are referred to my office for further investigation, questioning and counselling before the matter is referred to the Disciplinary Committee.

PRINCIPAL 8 : I normally identify some learners and give them a slot at the assembly to address other learners about good behaviour, i.e. observing punctuality, wearing school uniform, good behaviour, mutual respect and been encouraged to report bad behaviour to the class teachers.

PRINCIPAL 9: To ensuring sound discipline I normally request the Circuit Manager to address them at assembly just to encourage them to behave well.

PRINCIPAL 10: Sir, at my school, I normally refer cases to the Disciplinary Committee so that serious cases are attended to.

10.   In your opinion do learners observe their code of conduct?

PRINCIPAL 1: If learners were observing their code of conduct, we could not be having a challenge of discipline. Indiscipline in schools is a clean indication that code of conduct is not valued.

PRINCIPAL 2: Sir, learners do not observe code of conduct. Learners in high grades know much about it but pretend as if it does not exist.

PRINCIPAL 3: Learners pretend as if they were never told about code of conduct. They are so disobedient. They continue to think that they are not supposed to do.

PRINCIPAL 4: Learners do not observe their code of conduct. I don't think is an issue of age, I think parents are not playing a dominant role at the same time parents do not set good examples to their learners for good imitation and immolation.

PRINCIPAL 5: I don't think leaders do understand what is expected of them. They tend to ignore everything and behave as if all is well even if they transgress school rules.

PRINCIPAL 6: Sir, not at all. They don't see anything wrong. They don't come on time even if it is stated that they should observe punctuality.

PRINCIPAL 7: Learners do not obey their code of conduct even the school rules. They disregard their code of conduct.

PRINCIPAL 8: Well, I am not sure whether one can say it is ignorance or the reason being that our learners are young to be subjected to code of conduct but in essence they do not abide by their code of conduct.

PRINCIPAL 9: At my school initiatives have been made to explain what code of conduct is and have outline its importance but still they do not obey their code of conduct.

PRINCIPAL 10: Discipline at our school is a serious challenge. Learners are not concerned whether there is code of conduct or not, they just decide to ignore code of conduct.

11.   What role does SGB play in ensuring sound discipline?

PRINCIPAL 1: In term of the South African Schools Act, Act 74 of 1996 SGBs is expected to draw code of conduct of learners. As an EX-Officio member r of the SGB, I have advised and ensured that SGB execute their task. Therefore the SGB has compiled Learners' Code of Conduct.

PRINCIPAL 2: The SGB is playing a dominant role. They always encourage parents in meetings to ensure sound discipline and advice learners to behave well.

PRINCIPAL 3:   The SGB has prepared some flyers which encourage good behaviour but parents do not support the SGB.

PRINCIPAL 4: The SGB has initiated awards to be given to well-behaving learners at our with the intention of improving behaviour.

PRINCIPAL 5: the SGB support the SMT and the entire staff in trying to ensure sound discipline at school. They are members of the Disciplinary committee, so they assist in maintaining sound discipline at the school by keeping the records of learners with poor behaviour.

PRINCIPAL 6: At assembly chairperson of the SGB is given a slot to address learners about good behaviour and the good fruit of being a well – behaved learner.

PRINCIPAL 7: At my school, the SGB has bought bullet and boards which prohibit unwanted e.g. "BULLYING IS NOT ALLOWED", "NO SMOKING ZONE"

PRINCIPAL 8: Truly speaking the SGB is very supportive in the sense that they avail themselves to maintain discipline.

PRINCIPAL 9: Well I cannot say that the SGB play a role in assisting the school to maintain sound discipline in the sense that they are afraid of the parents because the parents accused them that they are not far and they always take side, as such.

PRINCIPAL 10: I am of the opinion that my SGB is not assisting the school at all but I think the reason is that they are not capacitated to handle disciplinary challenges at school.

12.   Do other stakeholders assist in maintaining sound discipline?

PRINCIPAL 1: Sir it is very difficult for me to say that stakeholders do assist us with maintenance of discipline at our school because we have tried to engage many stakeholders but few would assist. The neighbouring priest always preaches at assembly in the morning and guides our learners about good discipline.

PRINCIPAL 2: Yes, stakeholders play a dominant role in maintaining discipline. We have adopted-a- cop who is attached to our school who always guide our learners of not smoking dagga, carrying of dangerous weapons.

PRINCIPAL 3: Stakeholders play a dominant role in maintaining discipline at school, is only that learners choose not to listen and abide by.

PRINCIPAL 4: I would say the stakeholders do support us to a great deal in the sense that during parents meetings nurses and social worker visit our school to support us by emphasising cleanliness and discipline.

PRINCIPAL 5: Old Mutual has supplied us with bulletins which prohibits certain behaviour and encourages good discipline e.g. smoking free zone.

PRINCIPAL 6: Sir, I think stakeholders do support us but the challenge is that learners ignore advice and undermine the teachers. Stakeholders advise the learners to behave very well at all costs.

PRINCIPAL 7: Meneer. I think stakeholders play a dominant role in maintaining discipline of learners. At the beginning of every term councillors (politicians) visit the school and address learners at the assembly to encourage good behaviour.

PRINCIPAL 8: Stockholders play an important role. Departmental officials from District Office normally visit our school to encourage good behaviour and to guide our learners.

PRINCIPAL 9: Sir, stakeholders do support us. In parents meetings they always give tips to the parents how to handle delinquents and they encourage good parenting.

PRINCIPAL 10: Sir, I really want to encourage police officers. They are assisting us to a great deal. Through the intervention the usage of glue by our learners has subsided. Learners are aware that glue is a dangerous substance which can harm our bodies.

13.   What are the challenges with the implementation of alternative strategies of discipline at your school?

PRINCIPAL 1: Sir is it not easy for u to implement alternatives to strategies to discipline because parents disregard them. Some parents view them as a means of humiliating and violating learners' rights.

PRINCIPAL 2: alternatives strategies to discipline cannot be effectively implemented, because educators should supervise learners when they do manual work.

PRINCIPAL 3: Our challenge at school is that there are no legal frameworks which support or justify the strategies. These imply that a parent can take the school to task for implementation of alternative strategies to discipline.

PRINCIPAL 4: Sir, alternative strategies to discipline cannot be implemented effectively because departmental officials disregard this strategy.

PRINCIPAL 5: In my opinion alternative strategy to discipline do not improve discipline as such in the sense that learners continue to misbehave even if these measures are administered or implemented.

PRINCIPAL 6: Sir, at our school parents do not support the implementation of the strategies at all. They feel that it does not change the behaviour of some learners.

PRINCIPAL 7: Sir, at my school, teachers are not ready to ensure that these strategies are well implemented, for an example; teachers refuse to supervise learners for example when learners are supposed to perform manual work.

PRINCIPAL 8: The serious challenge is that our learners disregard school rules and parents are against all forms of discipline that the school apply with the intention of maintaining sound discipline.

PRINCIPAL 9: I think alternative strategies to discipline are that schools implement these measures with legal frameworks which support or give it a legal status. An educator might be found guilty and be charged as a result of the consequences for example some educators prefer to let learners write a homework during break when the child did not write it during break. Parents can intimately blame the school that the teacher denied the learner an opportunity of being fed during break time.

PRINCIPAL 10 : Sir, I support the previous speaker in the sense that parents disregard them as such it is a challenge to maintain sound discipline.

14.	Do learners with disciplinary problems perform well at your school?

PRINCIPAL 1: Sir, the weakest links our schools are the learners with poor behaviour. They do not write class works, assignments, tasks and projects, as such they are School Based Assessment is very poor.

PRINCIPAL 2: Meneer, ill-disciplined learners are performing very poor. They don't care whether they fail of not.

PRINCIPAL 3: I agree that troublesome learners are the ones who fail tests, class woks and assignments.

PRINCIPAL 4: Sir, I share the same sentiments with my colleagues. Learners who come to school late and dodge classes are the ones who fail dismally. They seem not to be serious with their school work.

PRINCIPAL 5: sir, I have noticed that all the learners listed in the disciplinary register have failed tests throughout the terms to date. They don't care whether they fail of not.

PRINCIPAL 6: I agree that learners who are repeating a particular grade are the ones who broke window-panes, write graffiti on the walls and they are always involved in bullying.

PRINCIPAL 7: Sir, it is very rare that you would find a learner with undisciplined behaviour doing well at school. These learners do not attend school regularly. They are between name and the school.

PRINCIPAL 8: it is always the case that learners with poor behaviour do not achieve at school. They are not doing well at all. They fail tasks and assignments.

PRINCIPAL 9: Sir, learners who are not doing well at school are the learners who ultimately engage themselves in mischief wrong doings and bullying.

PRINCIPAL 10: My observation I have made is that learners who come to school late, do not write tasks involved in bullying, make noise when the teacher is in class, and are the ones who do not pass at school.

15.   What role do the School Management Team (SMT) and educators play in disciplinary matter at your school?

PRINCIPAL 1: Sir, I am convinced that at my school SMT plays an important role in maintaining school discipline. Some serve in the Disciplinary Committee at the school.

PRINCIPAL 2: I agree that staff members play a leading role in maintaining school discipline. They always encourage educators to maintaining a sound discipline by ensuring that all class managers have developed classroom rules that would serve as a yardstick.

PRINCIPAL 3: I agree that Educators also engaged in sustaining sound discipline at the level of the school by guiding and motivating learners in the classroom and encouraging them to stick to the classroom – rules.

PRINCIPAL 4: I agree that educators are highly committed and they play a dominant role.

PRINCIPAL 5: SMT and educators lay a dominant role, Sir, in enforcing good behaviour. On daily basis educators enlist all the learners who come late and proper record of absenteeism is well kept. SMT and educators would call the parents of the affected learners. Parents will have to make an undertaking of ensuring that their children behave.

PRINCIPAL 6: Sir, SMT and educators normally supervise learners who are expected to perform manual work as form of disciplinary action and they always keep a record of the affected learners.

PRINCIPAL 7 : Meneer, they play a vital role in the sense that during parents evening (meeting) parents are being educated how to ensure that they become good parents by advising their children to have good behaviour at home, during school time and after school.

PRINCIPAL 8: Meneer, every time learners are bullying against each other they are the people who always mediate, keep record for such offences and sit in the disciplinary committee.

PRINCIPAL 9: Sir, SMT and educators lead by good examples for good emulation by learners. They encourage them to initiate them by observing punctuality, being clean at all times and doing the school work.

PRINCIPAL 10: Meneer, if SMT and educators were not there, we would always have disaster at school. Learners would kill each other, so they are always visible to ensure that there is peace and order at the school.

16.   What would you regard as the best way of dealing with school discipline?

PRINCIPAL 1: Sir, I still regard corporal punishment as the best tool or technique to deal with bad behaviour. If learners who misbehave are beaten or punished with a stick they will behave well and do their work. Corporal punishment has produced doctors, lawyers, nurses, accountants and many more to mention.

PRINCIPAL 2: Sir, I share the same feelings, school discipline can only be maintained with a stick because learners know their rights and become very irresponsible.

 PRINCIPAL 3: Meneer we want corporal punishment back. We can easily maintain school through corporal punishment.

PRINCIPAL 4: Sir, I tend to believe that parental involvement is the only remedy to improve behaviour of learners. Parents need to realise that this is not only the school that should instil responsibility.

PRINCIPAL 5: I think prompt suspension and expulsion can really assist in maintaining good discipline. Learners with poor discipline should be expelled from school and be referred to the relevant institutions.

PRINCIPAL 6: I am of the opinion that counselling, motivations and guidance can assist the school.

PRINCIPAL 7: Meneer, I still regard corporal punishment as the best way to ensure sound discipline in our school. We should not assault our learners but we should punish them with love.

PRINCIPAL 8: I think clean code of conduct for learners, school policy and classroom policy can assist in giving the school a clear direction.

PRINCIPAL 9: Proper record keeping and reminding g those who have transgressed school rules, about their offences, will help so that learners should be scared that they will be exposed.

PRINCIPAL 10: Sir, I cannot change my mind that corporal punishment is the only way of ensuring order and stability in the school.

17.   How do parents assist the school with discipline?

PRINCIPAL 1: Well some parents do assist to maintain discipline by reprimanding learners who misbehave.

PRINCIPAL 2: Some parents have volunteered to serve in disciplinary committee and they make positive inputs in ensuring that good discipline is maintained.

PRINCIPAL 3: Parents have participated in the drawing of the school policy and code of conduct for learners. They always offer lessons to learners at the assembly about good behaviour.

PRINCIPAL 4: Few of parents attend sports days (periods) and couch learners in sporting fields, in a way they instil responsibility and discipline in the learners.

PRINCIPAL 5: Some parents are responsible for student Christian movement where they preach morals / good behaviour, on every Thursday.

PRINCIPAL 6: Some parents would educate other parents in parents' meetings about good parenting and pleading, with parents to set good examples for children and to encourage them to behave well.

PRINCIPAL 7: Few of our parents are good models at our school. They motivate learners to concentrate on their work and be very serious with their school work.

PRINCIPAL 8: Some parents volunteered to clean the classrooms, grounds and learners' toilets and encourage all learners to tidy and clean always.

PRINCIPAL 9: The enlightened parents emphasize the importance of code of conduct and advice parents to ensure that their children respect.

PRINCIPAL 10: Sir, in parents meetings parents are encouraged to support their children with home works and written. Parents sign learner's books to ensure that they attend school regularly.

18.   Do you have disciplinary committee in your school and what role does it play?

PRINCIPAL 1: In terms of the South African School Act the SGB is supposed to establish committees in the school. As such the school has disciplinary committee as a subcommittee of the SGB and its role is to maintain discipline.

PRINCIPAL 2: Yes, Sir, disciplinary committee is in place and assists educators with discipline. Serious cases are referred to disciplinary committee.

PRINCIPAL 3: The school has established the disciplinary committee and its main duty is to discipline learners and to come with verdicts of serious offences.

PRINCIPAL 4: JA, Meneer. The school cannot run without this structure and its function is mainly to conduct inquiry into serious allegations and impose sanctions.

PRINCIPAL 5: Well, we do have disciplinary committee at school and their purposes are to advice learners about good behaviour and punish learners who violate school regulations.

PRINCIPAL 6: Yes, Sir. We do have disciplinary committee and it assist the school to handle disciplinary challenges.

PRINCIPAL 7: We do have it, Sir. Its function is to deal with bad behaviour and encourages good behaviour.

PRINCIPAL 8: JA, Meneer. I think is key that it should be established at the school to deal with learners who are negative.

PRINCIPAL 9: We have established disciplinary committee. It attempts to correct learners' behaviour but it is not easy.

PRINCIPAL 10: Yes, Meneer. We have disciplinary committee and it easy with serious cases referred by educators.

19.   How do you promote positive behaviour in your school?

PRINCIPAL 1: At our school we normally award learners with good behaviour and to encourage them to behave well.

PRINCIPAL 2: I think teachers should prepare thoroughly for their lessons and every time should start class on time.

PRINCIPAL 3: I think involvement of learners can assist to maintain good discipline particularly when classroom rules and code of conduct.

PRINCIPAL 4: Meneer. I think educators should be encouraged to build positive relationship with these learners.

PRINCIPAL 5: Education should not only focus on bad behaviour but should applaud learners who behave well. In these circumstances learners will maintain good behaviour and influence others to behave well.

PRINCIPAL 6: I think it is true that learners should be praised and avoid negative and destructive criticism.

PRINCIPAL 7: Educators should behave well to enable learners to initiate good practices. Learners are able to imitate good things.

PRINCIPAL 8: Educators should respect all learners with serious bad behaviour so that disciplinary measures can be taken.

PRINCIPAL 9: Sir, at our school we make use of learners, leadership to address and advice them.

PRINCIPAL 10: Parents are involved in ensuring that behaviour is sustained in the school.

20.   What would you like to share with the concerning discipline in general

PRINCIPAL 1: Sir, discipline in schools, districts, provinces and throughout the country, if learners are not disciplined we will not make it.

PRINCIPAL 2: Meneer, discipline is a crucial strategy to success. If all our learners could be disciplined, we would make a better society.

PRINCIPAL 3: Discipline is an important commodity which should be a foundation in the country.

PRINCIPAL 4: Model C schools are doing well as a result of good discipline. Parents us discipline as such they play a role in ensuring good discipline at school.

PRINCIPAL 5: Discipline is a key to success. Under no circumstances can learners with poor discipline make it at the end of the year.

PRINCIPAL 6: Discipline is a broader concept. It dictates that everybody ie parents, teachers, learners and departmental officials should be disciplined. In this instance we will make it as a country.

PRINCIPAL 7 : Meneer, my observation is that discipline in Model C schools, schools in villages and schools in townships are not bad with discipline but schools situated in informal settlement have disciplinary challenges.

PRINCIPAL 8: Departmental officials should also be disciplined. Some officials are not disciplined as such it has impact in schools.

PRINCIPAL 9: parents should be educated about discipline in schools so that discipline in schools can be improved.

PRINCIPAL 10: I think it is key that society at large should value morals highly so that we have a balanced society with high value of morals.

APPENDIX D: FOCUS GROUP INTERVIEWING SCHEDULE SGB-CHAIRPERSONS

I want to thank you as a group for participating in this interview. The purpose of this group interview is to get detailed information about your feeling regarding management of discipline in a post corporal punishment era; in your school.

However, please note that you are under no obligation to participate in this focus group discussion. You may also withdraw your participation at any time for any reason without penalty.

If you participate, be assured of your anonymity and the confidentiality and your opinions will be treated as such. Feel free to participate. I value your contribution.

The voice recorder will be switched on during the interview to ensure that all the information is captured. Do not hesitate to ask any question regarding what I have explained.

Please respond to the following question:-

1. What is your current thinking about school discipline?
2. What do you understand by school discipline?
3. Do you experience disciplinary challenges during and after school?
4. What types of disciplinary measures are applied at your school?
5. What is your role in drawing school policy in your school?
6. What can be done to improve discipline in your school?

APPENDIX E: INTERVIEWING SCHEDULE FOR EDUCATORS.

I want to thank you as a group for participating in this interview. The purpose of this group interview is to get detailed information about your feeling regarding management of discipline in a post corporal punishment era in your school.

However, please note that you are under no obligation to participate in this focus group discussion. You may also withdraw your participation at any time for any reason without penalty.

If you participate, be assured of your anonymity and the confidentiality and your opinions will be treated as such. Feel free to participate. I value your contribution.

The voice recorder will be switched on during the interview to ensure that all the information is captured. Do not hesitate to ask any question regarding what I have explained.

Please respond to the following question:-

1.   What is your current thinking about classroom discipline?
2.   What does classroom discipline mean to you?
3.   How is discipline in your classroom?
4.   What type of disciplinary measures do you apply in your classroom?
5.   How do you approach discipline in your classroom?
6.   Which alternative strategies of discipline do you apply in your classroom to ensure sound discipline?
7.   How effective do you find alternative strategies to discipline in your classroom?
8.   Do your school have disciplinary policy?
9.   How do you deal with disciplinary challenges in your school?
10.   Do you think parents support your school in maintaining sound discipline?

APPENDIX F: FOCUS GROUP INTERVIEW SCHEDULE FOR PRINCIPALS

I want to thank you as a group for participating in this interview. The purpose of this group interview is to get detailed information about your feeling regarding management of discipline in a post corporal punishment era in your school.

However, please note that you are under no obligation to participate in this focus group discussion. You may also withdraw your participation at any time for any reason without penalty.

If you participate, be assured of your anonymity and the confidentiality and opinions will be treated as such. Feel free to participate. I value your home contribution.

The voice recorder will be switched on during the interview to ensure that all the information is captured. Do not hesitate to ask any question regarding what I have explained.

Please respond to the following question:-

1   What is your current thinking about school discipline?

2   What does discipline mean to you at school?

3   How is discipline at your school?

4   What type of disciplinary measures is applied at your school?

5   How do you approach discipline?

6   Which alternative strategies of discipline are used at your school?

7   How effective do you find alternative strategies of school discipline?

8   How do you rate alternative strategies of school disciplines?

9   What role do you play in ensuring sound discipline in your school?

10   In your opinion do learners observe their code of conduct?

11   What role does SGB play in ensuring sound discipline at your school?

12   Do other stakeholders assist in maintaining sound discipline in your school?

13   What are the challenges with the implementation of alternative strategies of disciplines at your school?

14   Do learners with disciplinary problems perform well at your school?

15   What role do the SMT and educators play in disciplinary matters at your school?

16   What do you regard as the best way of dealing with school discipline?

17   How do parents assist the school with discipline?

18   Do you have a disciplinary committee in your school and what role does it play?

19   How do you promote positive behaviour in your school?

20   What would you like to share with me concerning discipline in general?

APPENDIX G: CONSENT FORM

P. O .Box 1801
Rustenburg
0300
24 May 2014

Dear Sir/ Madam

I am Petrus Makganye Tlhapi, an employee of Department of Education-NW, attached at Bojanala District as the Circuit Manager for Makapanstad North Circuit. I am enrolled for DEd (Education Management) at UNISA.I sincerely requests you to participate in the research study that will be conducted in school. The researcher intents to interview you at a selected primary school about management of discipline the informal settlement schools prior to the new dispensation, for the duration not exceeding two hours. The Department of Education North West has approved my request to conduct a research (see attached copy). I have special interest in the management of discipline in a post-corporal punishment environment, in the informal settlement primary schools in the North West Province.

Please note that there are no risks involved in this study. Participation in this study is voluntary and you may end your participation at any time without penalty. I also assure you of your anonymity and confidentiality as a participant in this study.

Your name will not be mentioned and neither will the school s' name be mentioned. Your views comments and opinions will be reported anonymously and pseudo names will be used.
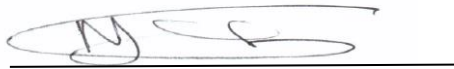
The results of this study will be presented at an information sharing meeting at the school. The results may also be published in a scientific journal. The study will be conducted under the supervision of Dr C. F Steinmann at UNISA (Department of Education Management and Leadership). Please feel free to contact Dr C. F. Steinmann or me at steincf@unisa.ac.za for any questions you may have.

You are requested to indicate on the provided consent form whether you agree or disagree to participate in the focus group interview.

Thank you

Yours faithfully

P M Tlhapi

Date: 24 May 2014

Cell no. 0746816432

P .O .BOX 1801
RUSTENBURG
0300
30 May 2014

Head of Department
Department of Education and Sports Development North West
P/Bag X 2044
Mmabatho
2735

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN INFORMAL SETTLEMENT PRIMARY SCHOOLS study IN NORTH WEST PROVINCE

I am Petrus Makganye Tlhapi, an employee of Department of Education-North West, attached at Bojanala District as the Circuit Manager for Makapanstad North Circuit. I am enrolled for D Ed-Educational Management at Unisa.I sincerely requests you to grant me permission to conduct a (research) in the selected informal settlement Primary Schools in North West Province. Twenty Primary Schools out of eighty five in the informal settlement will be selected through purposive sampling for this study; on conditions that permission will be granted. The researcher intends to collect data through face to face focus groups interviews (from ten Principals, ten SGB Chairpersons and ten Educators), observations and document analysis. My interest is in the management of discipline in a post corporal punishment environment, in the informal settlement primary schools in North West Province.

Two primary schools in the North West have will be selected as venues for focus groups interviews and the researcher will provide transport and refreshments. The participants are educators, principals, and chairpersons of the Schools Governing Bodies. The researcher ensures that confidentiality and anonymity in this study will be upheld. Participation is

voluntary. All participants are expected to indicate whether they agree or disagree to participate in the interviews on the consent forms supplied.

As required, the results of this study will be made available to the Department of Education North West. The results of this study may also be published in a scientific journal or presented at a scientific meeting (conference).

This study is conducted under the supervision of Dr C. F. Steinmann at UNISA (Department of Education: Management and Leadership). Should you have any queries regarding the research or any other related matter, please feel free to contact him at steincf@unisa.ac.za.

Your willingness to support this research is appreciated.

Yours faithfully

P. M Tlhapi

Signature:

DATE: 30-05-2014.

Cell No: 074 6816432

APPENDIX I: REQUEST FOR PERMISSION TO THE CHAIRPERSONS OF SCHOOL GOVERNING BODIES TO CONDUCT RESEARCH

P.O. Box 1801
Rustenburg
0300
30 May 2014

Chairperson of the School Governing Body

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am Petrus Makganye Tlhapi, an employee of Department of Education-NW, attached at Bojanala District as the Circuit Manager for Makapanstad North Circuit. I am enrolled for D ED (Education Management) at UNISA.I sincerely requests for a permission to conduct a study (research) in your school. I ask for permission to interview you, the Principal and an educator. My interest is in the management of discipline in a post corporal punishment environment, in informal settlement primary schools in North West Province.

Two primary schools in the North West have been selected as the venue for focus groups interviews and the researcher will provide transport and refreshments. The participants are educators, principals, and chairpersons of the Schools Governing Bodies. The researcher ensures that confidentiality and anonymity in this study will be upheld. Participation is voluntary. All participants are expected to indicate whether they agree or disagree to participate in the interviews on the consent forms supplied.

As required, the results of this study will be made available on request. The results may also be published in a scientific journal or presented at a scientific meeting (conferences).

This study is conducted under the supervision of Dr C. F. Steinmann at UNISA (Department of Education: Management and Leadership). Should you have any queries regarding the research or any other related matter, please feel free to contact him at steincf@unisa.ac.za.

Your willingness to support this research is appreciated.

Yours faithfully

P. M Tlhapi

Signature: _____

DATE: 30-05-2014.

Cell No: 074 6816432

APPENDIX   J: REQUEST FOR PERMISSION TO PRINCIPALS TO CONDUCT RESEARCH

PO BOX 1801
RUSTENBURG
0300
30 May 2014

THE PRINCIPAL

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am Petrus Makganye Tlhapi, an employee of Department of Education-North West Province, attached at Bojanala District as the Circuit Manager for Makapanstad North Circuit. I am enrolled for D Ed (Education Management) at UNISA. My interest is in the management of discipline in a post corporal punishment environment in informal settlement primary schools in North West Province. I sincerely requests for a permission to interview you, one educator and SGB chairperson. The Department of Education, North West has already granted me permission to conduct research (see attached copy) in selected primary schools that are situated in informal settlement in North West Province. My interest is in the management of discipline in a post corporal punishment environment in informal settlement in North West Province.

Two primary schools in the North West have been selected as the venues for focus groups interviews and the researcher will provide transport and some refreshments. The participants are educators, principals, and chairpersons of Schools Governing Bodies. The researcher ensures that confidentiality and anonymity in this study will be upheld. Participation is voluntary. All participants are expected to indicate whether they agree or disagree to participate in the interviews on the consent forms supplied.

As required, the results of the study will be made available to the Department of Education North West. The results of this study may also be published in a scientific journal or presented at a scientific meeting.

This study is conducted under the supervision of Dr C. F Steinmann at UNISA (Department of Education: Management and Leadership). Should you have any queries regarding the research or any other related matter, please feel free to contact him at steincf@unisa.ac.za.

Your willingness to support this research is appreciated

Yours faithfully

P. M Tlhapi

Signature:

DATE: 30-05-2014.

Cell No: 074 6816432

APPENDIX K: A LETTER OF REQUEST TO EDUCATORS TO INTERVIEW THEM

<div align="right">

P.O. Box 1801
Rustenburg
0300
30 May 2014

</div>

Dear prospective participants

REQUEST TO PARTICIPATE IN A GROUP INTERVIEW

I am Petrus Makganye Tlhapi, an employee of Department of Education-North West Province, attached at Bojanala District as the Circuit Manager for Makapanstad North Circuit. I am enrolled for D Ed (Education Management) at UNISA. I would like to ask you to participate in a study which is going to be conducted for the purpose of Doctoral studies in Educational Management. The duration of the interview will not exceed a period of two hours. My interest is in the management of discipline in a post corporal punishment environment in informal settlement primary schools in North West Province.

Two primary schools in the North West will be selected as the venues for focus groups interview the researcher will provide transport and some refreshments. The participants are educators, principals, and chairpersons of Schools Governing Bodies. The researcher ensures that confidentiality and anonymity in this study will be upheld. Participation is voluntary. All participants are expected to indicate whether they agree or disagree to participate in the interviews on the consent forms supplied.

As required, the results of this study will be made available in the form of hard copies. The results of this study may also be published in a scientific journal or presented at a scientific meeting (conferences).

This study is conducted under the supervision of Dr C. F. Steinmann at UNISA (Department of Education: Management and Leadership). Should you have any queries regarding the research or any other related matter, please feel free to contact him at steincf@unisa.ac.za.

Your willingness to support this research is appreciated.

Yours faithfully

P. M Tlhapi

Signature: _____

DATE: 30-05-2014.

Cell No: 074 6816432

APPENDIX L: PERMISSION TO CONDUCT RESEARCH

education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

cnr Kock and Heystek Street,
Rustenburg 0299
Private Bag X82110
Rustenburg 0300
Tel.: (014) 590-4800
Fax.: (014) 592-3247
e-mail: pmokhutle@nwpg.gov.za

OFFICE OF THE DIRECTOR: BOJANALA DISTRICT

Enquiries: BA Mmolotsi 014 590 4748

To: Mr PM Tlhapi
            Cluster Manager
            Makapanstad North

From: Ms M.P. Mokhutle
            District Director

Date: 6 March 2014

Subject: **Permission to Conduct Research**

The above matter bears reference.

Kindly be informed that pursuant to your request, permission is hereby granted to conduct research in our schools.

Please be advised that it is prudent that my office be furnished with the names of schools you have selected for your research. Further, ensure that during your interaction with the schools, learning and teaching should under no circumstances be interrupted or compromised.

Thanking you in advance.

Kind regards;

Ms M.P. Mokhutle
District Director
Bojanala

"Towards Excellence in Education"

SWARISANANG PRIMARY SCHOOL

129 MKHONDO STREET CYFERSKUIL
P.O BOX 98 RADIUM 0483

ENQIRIES: SIHLANGU S.M PRINCIPAL 083 379
4526/072 729 4774/082 976 4988
LEHAU M.E DEPUTY PRINCIPAL 084 821 8458

THUTO KE LESEDI

BOJANALA DISTRICT MORETELE APO, MAKAPANSTAD NORTH CLUSTER EMIS NO: 60010204

Enquiries : S.M Sihlangu

082 976 4988/083 379 4526

To : P.M TLHAPI

UNISA

SUBJECT : PERMISSION TO CONDUCT RESEARCH

Permission is hereby granted to Mr P.M Tlhapi to conduct research at the above mentioned institution. We hope this will benefit all the participants who will be involved in the research project.

Your co-operation is thanked in advance.

Yours in education

S.M Sihlangu-Principal

DEPARTMENT OF EDUCATION
MAKAPANSTAD NORTH CLUSTER
SWARISANANG PRIMARY SCHOOL
BOJANALA DISTRICT

2014 -04- 1 6

129 MKHONDO STREET
CYFERSKUIL
MORETELE APO
NORTH WEST PROVINCE